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ABSTRACT

This kit of career related materials contains activities, worksheets, case studies, games, and tapes intended for use with teen-age students who have difficulty learning in the regular school setting. Activities, which represent real experiences in the working world, are divided into the following topic areas: (1) job getting skills; (2) understanding myself and others; and (3) career choices. Suggestions for possible uses of the materials and motivating the special needs student are also included. (CT)

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ED172025

CARE KIT

Combining Activities with Real Experiences

(Revised Edition)

Diane Blair
Project Director

Eastern Illinois University
Charleston, Illinois

STATE BOARD OF EDUCATION
Jack Witkowsky, Chairman

ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education
Springfield, Illinois
June 1979

The CARE Kit Revision Project, RD1-B9-181, was developed pursuant to a funding agreement with the Illinois Office of Education/Department of Adult, Vocational and Technical Education/Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in this CARE Kit do not reflect, nor should they be construed as policy or opinion of the State Board of Education/Illinois Office of Education or its staff.

CE 022 022

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FOREWORD

The Illinois Office of Education is pleased to make available this revised and expanded CARE Kit (Combining Activities with Real Experiences). The original Kit was designed to be used with 14 and 15 year old WECEP (Work Experience Career Exploration Program) students. The revised Kit is appropriate for use by young teenage students who are preparing for the world of work. This revised CARE Kit contains individualized packages of work-related activities in sixty-seven topical areas. Each area contains six instructional options which vary in reading difficulty so that students and teachers may select the option most appropriate for a student. A number of work-related case studies to be used for class discussions with themes of honesty, cooperation, initiative and decision-making are included in the Kit.

The advisory committee of WECEP coordinators which provided valuable assistance to the development of the original Kit include Helen Fabbri, East St. Louis; Peggy O'Malley, Springfield; Gary Pardike, Woodstock; Lee Rasch, DuPage Boys' School; and Robert Stoy, Oak Lawn.

The advisory committee members who assisted in the development of this CARE Kit are Richard Frankenfeld, WECEP Coordinator, Springfield; Mary Malinsky, Counselor, Naperville; Lee Rasch, Program Administrator, St. Charles Corrections; Marshall Skinner, Cooperative Work Training Coordinator, Bloomington Area Vocational Center; and Willa White, Reading Specialist, Kankakee.

Recognition is also given to Diane Blair, project director, and Avril Bowker, secretary and technical assistant, both of Eastern Illinois University.

Joseph M. Cronin

Joseph M. Cronin
State Superintendent of Education

CAREER AND OCCUPATIONAL EDUCATION

CURRICULUM MATERIALS ABSTRACT

TITLE OF MATERIALS
CARE Kit
(Combining Activities with Real Experiences)
Revised Edition

Date Materials Developed/Revised: 1977, 1979

Date Abstract Prepared: 5/1/79

NAME OF DEVELOPERS
Diane Blair (original version)
Eastern Illinois University
Diane Blair (revised version)
Eastern Illinois University
Through contractual agreement with the Illinois Office of Education, Dept. of Adult, Vocational, & Technical Education, Research and Development Section

KEY WORD INDEX
Special Needs Students
Career Exploration
Occupational Orientation
Individualized
Small Groups

TYPE OF MATERIALS: ☒ Career Education ☐ Occupational Education

☐ Hardcopy	☒ Paper Bound	☐ Video Tape	☐ Film	☐ Slides and Film Strips	
____ Pages	400 Pages Loose Leaf	____ Minutes	____ Mm	____ Color	X 5 Tapes
		____ B & W	____ B & W	____ B & W	X 5 Games
		____ Color	____ Color	____ Frames	
		____ Size	____ Size	Audio ☐ yes ☐ no	

FOR STUDENT USE: ☒ Regular ☒ Disadvantaged ☒ Other – all students

TARGET LEVEL OF STUDENT: ☐ Pre-K Thru 6 ☒ 7-8 ☒ 9-10 ☒ 11-12 ☒ 13-14
☐ Adult ☐ Teacher ☐ Teacher-Education
☐ Administrator ☐ Other

FOR PROFESSIONAL USE: ☐ Teacher-Educator ☐ pre-service ☐ in-service
☒ Classroom Teacher ☐ State Personnel
☐ Local Administrators ☐ Guidance Personnel ☐ Other

IS TRAINING REQUIRED FOR OPTIMUM USE OF THESE MATERIALS? ☐ Yes ☒ No

ARE CONSULTING SERVICES AVAILABLE? ☒ Yes ☐ No only in Illinois

If yes, please fill out this section:

By whom: Occupation Consultant Section, Dept. of Adult, Vocational, & Technical Education, Illinois Office of Education

Other comment:

COPYRIGHT RESTRICTIONS: ☐ Yes ☒ No

Explain ____

PROVISION FOR ACQUIRING MATERIALS:

☒ Purchase (Unit cost $________) ☐ Rent (Unit cost $________) ☐ Free

☐ ERIC Number ☒ Other – Explain: Available on loan from the East Central Region State Liaison Representatives

TO ORDER, PLEASE CONTACT:
(Name, Address, and Phone)

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

continued on reverse side

DESCRIPTOR:

ABSTRACT

This publication is a Kit of career related materials and contains:

67 Activities (Each having 6 Options)
140 Worksheets
24 Case Studies
5 Games
5 Tapes

These materials are intended for use with teen-age students who have, in one way or another, difficulty learning in the regular school setting. The approach has been to select real experiences which young people will face when they enter the working world. Around each of these experiences, six Options, written at various ability levels, are there for students to select one or more through which they may learn about those experiences. Topics have been divided in this way:

JOB GETTING SKILLS
  Introduction
  Finding a Job
  Job Details

UNDERSTANDING MYSELF AND OTHERS
  Values
  Feelings
  Improving Conditions
  Budgeting
  Getting Along With Others

CAREER CHOICES
  The World of Work
  Career Information
  Career Clusters
  Future Jobs

The original *CARE Kit* was printed in 1977 and revised in 1979.

State
Submitting
Abstract

(Name of State, Agency, Address and Phone)

ILLINOIS

East Central Curriculum Management Center
Illinois Office of Education
Department of Adult, Vocational, & Technical Education
100 N. First St., E-426
Springfield, IL 62777
(217) 782-0758

TEACHER'S GUIDE

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Possible Uses of the Materials 13
Motivating the Special Needs Student 15
Answer Key 17

To laugh often and much;
To win the respect of intelligent
people and affection of children;
To earn the appreciation of honest
critics and endure the betrayal of
false friends; to appreciate
beauty; to find the best in others;
To leave the world a bit better
whether by a healthy child, a
garden patch, or a redeemed social
condition; to know even one
life has breathed easier because
you have lived, this is to have
succeeded.

Ralph Waldo Emerson

IMPORTANT

Please remove this section (The Teacher's Guide) from the rest of the Kit. Place it in a folder of your own. You will want to keep it for your own use since it contains information only you will need, and since the Answer Key is also found here.

INTRODUCTION

The *CARE Kit* (Combining Activities With Real Experiences), Second Edition, replaces the original *CARE Kit*, developed in 1977. A more useable package has been designed which will house in one notebook nearly all the materials needed by the student. It may be, however, that a different organization is more appropriate for your needs. You may want to take the Kit apart and organize a filing system if such an arrangement would be more suitable for your particular classroom situation.

INTENT OF THE MATERIALS

The *CARE Kit* is designed primarily for individuals and small groups of junior high or high school aged students, but can also be used satisfactorily with larger groups, as well as entire classes, if care is taken when selecting specific Options. Teachers will want to become familiar with the Activities and Options in order to use them in the most effective way.

The Kit should not become a total course of study. Rather, it should be a supplement to regular classroom activities. If a student needs additional help for learning a particular skill, the teacher might suggest that the student go to a similar activity in the *CARE Kit*, read the information given, and complete one or more Options which will reinforce the required skill.

Students with very low reading abilities, as well as low motivational levels, were considered as the target population when determining the format of the materials. The Kit is to resemble anything but a textbook, and the Activities and Options attempt to assist students with skill and attitude development through a working world approach rather than an academic approach. Academic skills such as reading, language arts, social studies, math, etc., are incorporated into the Options, but, however, the focus is on preparing oneself for succeeding in the working world.

PARTS OF THE KIT

The major part of the Kit is housed within this notebook. Exceptions are materials which teachers usually have in the classroom such as scissors, glue, old newspapers, art supplies, a tape recorder, etc. Usually, if additional items are needed for the Option, they are listed in the Option.

Some Options may require the student to leave the classroom. After you have read through the materials, you may want to set up some ground rules as to when and how "outside the room" Options are to be handled.

Included in the Kit are:

- Cartoons and Jokes
- "Think About It" Materials
- 67 Activities (each Activity contains 6 Options)
- 140 Worksheets
- 24 Case Studies
- 5 Games
- 5 Tapes (optional feature)

Separate parts of the *CARE Kit* have been made available for purchase. For prices and additional information write to:

Curriculum Publications Clearinghouse
Western Illinois University
47 Horrabin Hall
Macomb, IL 61455

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THINK ABOUT IT

At the beginning of each Activity, informative material has been included which will be needed for the Options in that Activity. This material is background information which will help the student understand the topic. Students may be inclined to omit this material. They must be encouraged to get in the habit of reading the "Think About It" section before beginning an Option as it will make their tasks easier.

ACTIVITIES

Sixty-seven topics have been identified as areas where teenage youth need assistance in developing skills as they approach the time they will be entering the working world. Some of these areas may not be discussed anywhere else in the student's educational experience. Such activities deal with job getting and job keeping skills; others have to do with helping students better understand themselves and those around them; still other activities assist in pointing out the multitude of jobs from which youth are asked to make selections.

OPTIONS

For each Activity, six Options have been written. These Options have been developed on various ability levels and require the use of a wide variety of skills. Such skills include: writing, reading, dramatizing, drawing, interviewing, reporting, researching, observing, etc.

Suggestions have not been made as to how many Options in each Activity the teacher should require the student to do, nor are guidelines given as to the order in which Options or Activities should be done. It is recommended that the teacher allow students to do those activities which will be most beneficial to him or her at the moment, and then suggest additional Options to reinforce that information.

No attempt has been made to "label" the various ability levels of the Options, and they have not been placed in the order of their difficulty. The teacher's role is to guide the students to the Option(s) most appropriate for assisting the student in mastering the concept. In some cases this may mean directing the student to another Option if the student has selected one that is too simple or too difficult.

Every Option has a built-in check point which enables the teacher to determine when a student has successfully completed a task. The student may be asked to turn in a report, talk with his or her teacher, submit a completed Handout, give a skit for the class, etc. At each check point, the teacher will want to require that a quality product results. Adequate time and preparation must be spent so that the Option becomes a means for learning rather than merely a busy-work procedure. If the student is capable of doing a better job than has been shown, a "re-take" must be encouraged. Those who demand quality work of students from the beginning will, in turn, find students producing quality work.

HANDOUTS

Each of the sixty-seven Activities has at least one Option that involves completing a Handout (Worksheet). The total number of Handouts for the sixty-seven Activities is 140. These Handouts will be found immediately following the Activity for which they were developed. Again, as teacher, you have two choices as to the method you wish to use in providing Handouts for the students' use.

You may:

(1) Use the page in the Kit and either thermofax or photocopy a copy for each of the students in your class.

(2) Order a set of Handouts for each student which is available for purchase through the Clearinghouse at Western Illinois University.

The method which you wish to use in providing Handouts for students should be handled as expediently as possible according to the organization of your classroom. This is one suggested way:

1. Obtain 140 manila file folders, 8½ x 11.
2. Number these folders either according to the Handout number in the upper left-hand corner of the page or according to the Worksheet Number at the lower right-hand corner of each page.
3. If you duplicate the Handouts (Worksheets) by the thermofax or copy machine process, make one copy for each student in the class.
4. File the Worksheets in their folders. This becomes the Reserve Supply.
5. Should you choose to buy from the Clearinghouse one set of Worksheets for each of your students, you may wish to make a folder for each student and house the unused Worksheets there where students may have easy access to them. This, then, again becomes the Reserve Supply.

CASE STUDIES

In addition to the 67 Activities, each with 6 Options, a number of Case Studies (24) has been included in a separate section. Many times young people are able to discuss another student and his or her problems, make some suggestions as to what that student should do and learn from the activity. It may be true that this same student has or knows of a similar problem and can relate the Case Study to the problem area. Students often find it difficult to solve their own problems. Many students' decision-making processes have not become well-developed, and the student needs practice when there are no personal risks involved.

These Case Studies are easy to read and understand, and are to be used with individuals, small groups of students, or they could become an activity for the total class. If the total class is involved with one Case Study, small groups should discuss it first and then bring back to the group some statements as to the possible solution. It may be well to do page 191 as a reminder to students of one way decisions can be made. This approach may help them learn to identify the possible choices which may be available as well as the evaluation process involved with decision-making.

CASE STUDY TOPICS

For assistance with finding a Case Study which illustrates a topic you may wish a small group or the entire class to discuss, the Case Study has been listed by name of the main character and then, in parentheses, an indication has been made as to one of its central themes. Other themes may be present and may become evident as the students discuss the problems. Encourage them to look at all the various angles and to point out as many choices as they can.

CASE STUDY	PAGE NO.
No. 1 Rebecca (Self-control)	327
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GAMES

Please duplicate each of the 5 games. Game #1, Game #4, and Game #5 are then to have the pieces cut apart.

The five games in the Kit have been included in this section. Game #1, Game #4, and Game #5 require that the pieces be cut apart before placing them in their appropriate envelope in the back of the Kit.

Before placing the Games in the Envelopes, duplicate all 11 pages of the games because these are the parts of the Kit that may become lost.

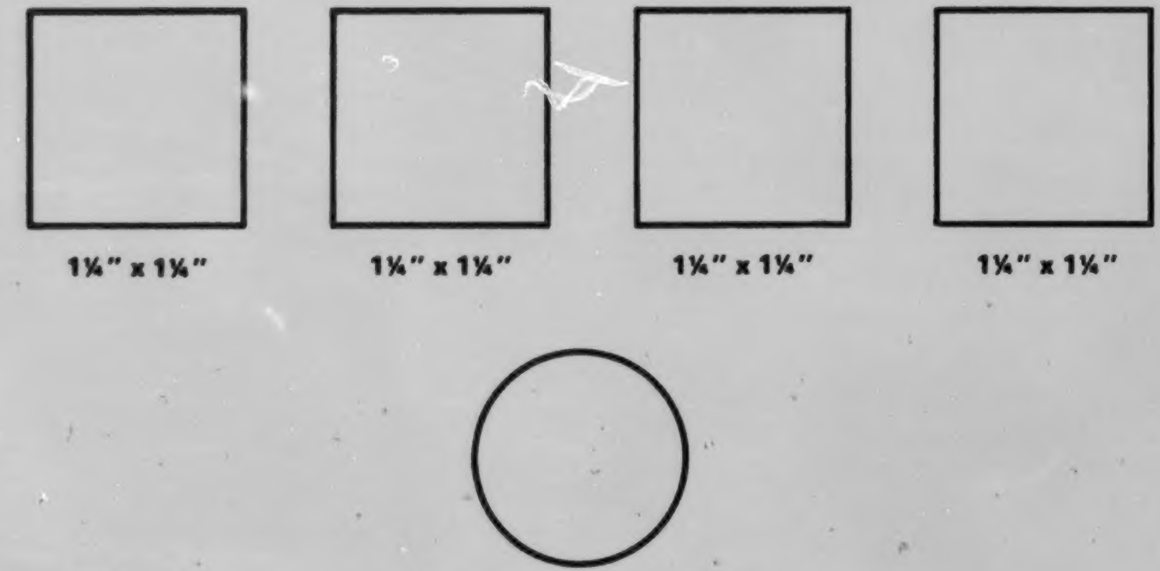
Games included in the Kit are these:

GAME	ACTIVITY
Game #1 Paper Puzzle Pieces	1
Game #2 Application Forms	14
Game #3 Resumés	16
Game #4 Value Symbols	21
Game #5 Job Choices	65

GAME #1
Paper Puzzle Pieces
(To Be Used With Option 1-D)

DIRECTIONS TO THE TEACHER: Cut out these five pieces. Place the five pieces in the envelope in the binder marked,

Game #1— Paper Puzzle Pieces


1¼" x 1¼"
1¼" x 1¼"
1¼" x 1¼"
1¼" x 1¼"

Circumference 1¼"

No. 1

APPLICATION FOR EMPLOYMENT

PLEASE PRINT CLEARLY AND SUPPLY
ALL INFORMATION REQUESTED ON THIS FORM

GAME #2
(To Be Used With Option 14-C)

PERSONAL

Name JOHN W. SMITHEY, JR. Soc. Sec. No. 543-34-9999
Present Address 7190 42nd STREET ATWOOD, IL 64444 Phone No. 777-7777
Address Prior to Above 17 TREE STREET
Male ✓ Female ___ Height 5 Ft. 10½ Ins. ___ Weight 146 Lbs. Date of Birth 1-17-1963 Age 16
Father's Name JOHN H. SMITHEY, SR. Birthplace ATWOOD, IL
Mother's Name MURTAE SMITHEY Birthplace ATWOOD, IL
Wife's or Husband's Name NONE Birthplace
Single ✓ Married ___ Widowed ___ Separated ___ Divorced ___ No. of Children — Ages of Children —
Military Service of U.S.A. – Branch NONE From — To — Rank — Honorable Discharge —
Have you ever worked for this company before? No Division — From ___ To ___
List names of relatives working for this company ELMER SMITHEY (UNCLE)
Do you have any physical defects or chronic ailments? No If Yes – Describe
Have you ever been arrested (other than minor traffic violations)? No (✓) Yes ( ) If Yes – Explain —

EDUCATION

NAME AND LOCATION OF SCHOOL	YEARS ATTENDED		GRAD.	MAJOR COURSES	DEGREE
	From	To	Date		
Grade School ATWOOD ELEMENTARY	1975	1977	1977		
High School ATWOOD HIGH SCHOOL	1977	1979			
College					
Other					

REFERENCES

Do Not List Former Employers Or Relatives

16 Name IRENE JAMES Address 9910 1ST STREET Phone No. 76-7271
Name GEORGE MOORE Address 143 S. CHAMBERS Phone No. 211-1728 17
Name MIKE McCOLLUM Address 22 OAK COURT Phone No. 444-7271

Type Of Work Desired BUSPERSON Yrs. Experience 1½ yrs. Special Skills Other Than Work Requested Know how to Count Money. Also do Ordering

EMPLOYMENT HISTORY

DATES				Name of firm or employer and complete address. Please begin with your present or last employer and work backward. Account for periods of unemployment. Furnish complete record.	POSITIONS HELD AND DUTIES PERFORMED	WAGES REC.	REASON FOR LEAVING
FROM		TO					
Month	Year	Month	Year				
				TIMES-COURIER NEWSPAPER	CARRIER for 2 News-	$30 wk.	[illegible]
Aug.	1976	Nov.	1977	10 7th STREET - ALMWOOD, IL [illegible]	paper) route		
Summer				LAWN MOWING - Several People -	Mowed lawns raked,	$40 wk.	Back to
1973 - 1976				Sometimes 14 or 15 lawns	hoed, odd jobs		School
				BOB'S HAMBURGERS		$60 wk.	Want more
Jan.	1978	Sept.		1214 9th STREET ALMWOOD, IL	BUSPERSON		work!

I understand and agree that any misrepresentation by me in this application will be sufficient cause for cancellation of this application and for separation from the company's service if I have been employed. I authorize the Company to investigate any of the above information. If employed, I agree to abide by all general and safety rules.

Interviewed By

Remarks:

John W. Smitley, Jr.
Signature Of Applicant

Sept. 14, 1979
Date 19

No. 2

APPLICATION FOR EMPLOYMENT

PLEASE PRINT CLEARLY AND SUPPLY
ALL INFORMATION REQUESTED ON THIS FORM

GAME #2
(To Be Used With Option 14-C)

PERSONAL

Name Mark Allen Paine
Soc. Sec. No. 444- 76-927
Present Address 1767 Marshall Avenue Almwood, IL 64444
Phone No. 562-7983
Address Prior to Above New York City
Male ___ Female ___ Height 5ft 7½ Ft. ___ Ins. ___ Weight 137 Lbs.
Date of Birth Aug. 3 1963 Age 16
Father's Name Allen Mark Paine
Birthplace Bridgeport, LA
Mother's Name Mona Lee Paine
Birthplace Bridgeport, LA
Wife's or Husband's Name NA
Birthplace —
Single ✓ Married ___ Widowed — Separated — Divorced — No. of Children — Ages of Children —
Military Service of U.S.A. – Branch — From — To — Rank — Honorable Discharge —
Have you ever worked for this company before? No Division — From — To —
List names of relatives working for this company Margaret Paine (Aunt)
Do you have any physical defects or chronic ailments? yes If Yes – Describe
Have you ever been arrested (other than minor traffic violations)? No ( ) Yes (X) If Yes – Explain

EDUCATION

NAME AND LOCATION OF SCHOOL	YEARS ATTENDED		GRAD.	MAJOR COURSES	DEGREE
	From	To	Date		
Grade School New York Suburban	1975	1975	1975		
High School Almwood High School	1975	1979			
College					
Other					

REFERENCES

Do Not List Former Employers Or Relatives

Name Albert Owens Address 2424 Lincoln Phone No. 542-1126
Name Joseph Brown Address 9119 S. 175th Phone No. 511-7499
Name Evelyn Wonder Address 12 Outer Drive Phone No. 911-7433

Type Of Work Desired Busperson Yrs. Experience 1 Special Skills Other Than Work Requested Some Artistic Skills in Lettering

EMPLOYMENT HISTORY

DATES				Name of firm or employer and complete address. Please begin with your present or last employer and work backward. Account for periods of unemployment. Furnish complete record.	POSITIONS HELD AND DUTIES PERFORMED	WAGES REC.	REASON FOR LEAVING
FROM		TO					
Month	Year	Month	Year				
Jan	1974	April	1975	Bobia Steak House		$2.90 per hour	Moved
				1403 7th Street - Mills, N.Y.	Dishes, End Cook, Bus-person		

I understand and agree that any misrepresentation by me in this application will be sufficient cause for cancellation of this application and for separation from the company's service if I have been employed. I authorize the Company to investigate any of the above information. If employed, I agree to abide by all general and safety rules.

Interviewed By

Remarks:

Mark Allen Raines
Signature Of Applicant

April 17, 1978
Date

No. 3

APPLICATION FOR EMPLOYMENT

PLEASE PRINT CLEARLY AND SUPPLY
ALL INFORMATION REQUESTED ON THIS FORM

GAME #2
(To Be Used With Option 14-C)

PERSONAL

Name ROBERTA (BOBi) ALiNE JOHNS Soc. Sec. No. ______
Present Address STATE STREET Phone No. ______
Address Prior to Above WALNUT STREET
Male ✓ Female ______ Height 5 Ft. 8 Ins. ______ Weight 160 Lbs. Date of Birth May 3. Age 16
Father's Name BOB Birthplace OAKWOOD HOSPITAL
Mother's Name MARIE Birthplace TEMPLE, NEBRASKA
Wife's or Husband's Name ______ Birthplace ______
Single ______ Married ______ Widowed ______ Separated ______ Divorced ______ No. of Children ______ Ages of Children ______
Military Service of U.S.A. – Branch ______ From ______ To ______ Rank ______ Honorable Discharge ______
Have you ever worked for this company before? NO Division ______ From ______ To ______
List names of relatives working for this company ______
Do you have any physical defects or chronic ailments? No If Yes – Describe ______
Have you ever been arrested (other than minor traffic violations)? No ( ) Yes (X) If Yes – Explain SHOPLIFTING (MY BROTHER REALY DID IT)

EDUCATION

NAME AND LOCATION OF SCHOOL		YEARS ATTENDED		GRAD.	MAJOR COURSES	DEGREE
		From	To	Date		
Grade School	GEORGETOWN GRADE SCHOOL		1975			
High School	ALMWOOD HIGH SCHOOL	1975	1978			
College						
Other						

REFERENCES

Do Not List Former Employers Or Relatives

Name MY AUNT Address 1450 SEVENTH Phone No. DON'T KNOW
Name MR. SMITH (AT SCHOOL) Address MAIN STREET Phone No. 25 ?
Name ROBERT BROOKE Address 19 W. 16th Phone No. 947-1113

Type Of Work Desired BUSPERSON AND COOK Yrs. Experience 1 1/2 Special Skills Other Than Work Requested LIKE TO WORK

EMPLOYMENT HISTORY

DATES				Name of firm or employer and complete address. Please begin with your present or last employer and work backward. Account for periods of unemployment. Furnish complete record.	POSITIONS HELD AND DUTIES PERFORMED	WAGES REC.	REASON FOR LEAVING
FROM		TO					
Month	Year	Month	Year				
				ALMWOOD COUNTRY CLUB	DISHWASHER AND	$2.90	NOT ENOUGH
MAY	1977	SEPT	1978	43 GREEN DRIVE ALMWOOD, IL	BUSPERSON	Per hour	WORK.
				MAYOR & MRS. RALPH COLE	MOTHER'S HELPER		STILL THERE
MAY	1975	SEPT.	1979	1473 GREEN DRIVE, ALMWOOD IL	AND BABYSITTER		NOW & THEN.

I understand and agree that any misrepresentation by me in this application will be sufficient cause for cancellation of this application and for separation from the company's service if I have been employed. I authorize the Company to investigate any of the above information. If employed, I agree to abide by all general and safety rules.

Interviewed By __________

Remarks: __________

Roberta Aline Johns
Signature Of Applicant

October 23, 1978
Date

GAME #3
(To Be Used With Activity 16-B)

JOB OPENING — Part-time Hardware Store Clerk

NUMBER 1

Sample Resumé of *Susie Andrews*

Personal Data:

Address: 1903 42nd. Street
Almwood, IL 62444
Telephone: (303) 666-6666
Age: 20 years old

Physical Condition: Epileptic;
(corrected with medication)
Job Objective: To get more experience in a business and some day go into business for myself.

Education and Training:

Almwood Junior College	2 years Associate degree	Business Management
Almwood High School	3 years	
Almwood Junior High	3 years	
Paris Elementary	2 years	
Woodville Elementary	1 year	
Peacock Elementary	1 ½ years	
Joseph B. Stanton Elementary	½ year	
Pillsburg Elementary	1 year	

Work Experience:

Arby's	3 years	Clerk
Cleaned Houses	6 months	Cleaning
Day Nursing Home	6 months	Dishwasher
Popover's Bakery	1 ½ years	Clerk

Awards, Licenses, Honors, and Organizations:

Yearbook Business Manager

References:

Paul Hammery
Arby's Roast Beef
1207 Archway Drive
Almwood, IL 62444
Phone: 713-7134

Elberta Operby, Supervisor
Day Nursing Home
4276 110th Avenue
Almwood, IL 62444
Phone: 743-7197

Mayor and Mrs. John Severson
24 Circle Drive
Almwood, IL 62444
Phone: 740-0060

Eldon McKenzie, Manager
Popover's Bakery
Lincoln at Prairie Road
Almwood, IL 62444
Phone: 747-6676

GAME #3
(To Be Used With Activity 16-B)

JOB OPENING — Part-time Hardware Store Clerk

NUMBER 2
Sample Resumé of *Bobbie Cornell*

Personal Data:

Address:	771 North Street Almwood, IL 62444
Date of Birth:	March 26, 1966
Marital Status:	Single
Physical Condition:	Excellent, no handicaps Height 5'8"; Weight 220 Lbs.
Job Objective:	Make money to buy a car

Education and Training:

Almwood High School	1977-1979 — Dropped out due to illness
Almwood Junior High	1975-1977
Elmer Duncan Elementary School Jackson City, IL	1973-1975

Work Experience:

Place of Employment:	McDonalds 1177 Lincoln Almwood, IL 62444	Mrs. Elma Smith 444 Oak Street Almwood, IL 62444
Dates:	May 1977-Jan 1978	Jan 1976-April 1977
Job Title:	Salesperson	Lawn Jobs
Duties:	Took orders, served, prepared food, collected for the food, helped with clean-up.	Mowed, raked, cut the hedge, trimmed the grass.
Supervisor:	Marcy Allen	Mrs. Elma Smith

GAME #3
(To Be Used With Activity 16-B)

JOB OPENING — Part-time Hardware Store Clerk

NUMBER 3

Sample Resumé of *Art Barry*

Art Barry
726 S. Edgewater
Almwood, IL 62444

Birthday: Jan. 25, 1965

Job Objective: Help family with expenses. Gain work experience.

Hobbies: Running, photography, basketball.

Awards, Licenses, Honors, and Organizations

- Boy Scouts of America — 4 years
- God and Country Award 1978
- Band — 6 years
- Outstanding Musician Award — 1979
- Almwood Youth Club President — 1979

Work Experience

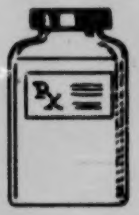
March 1978-May 1978	Perry's Ice Creams	Clerk
May 1978-August 1978	Almwood Nursing Home	Yard Attendant
August 1978-August 1979	Perry's Ice Creams	Clerk

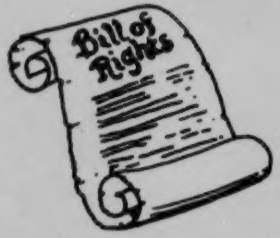
Education and Training

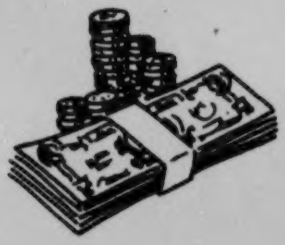
- Almwood High School
- Almwood Junior High School
- Almwood Elementary School

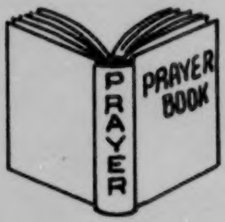
GAME #4
Values (To Be Used With Activity 21-C)

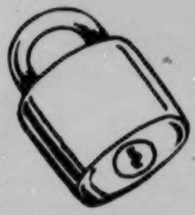
DIRECTIONS TO THE TEACHER: Cut these symbols on the lines. Paste each one on a 3 x 5 card. Put the cards in the envelope in the binder marked, Game #4 — Values

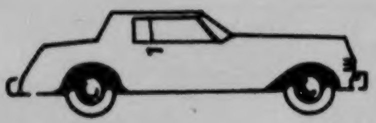


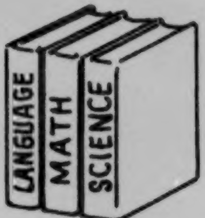

Bill of Rights

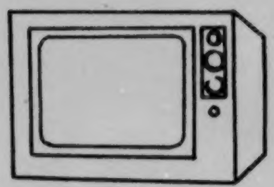


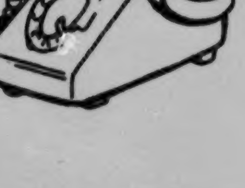

PRAYER
PRAYER BOOK

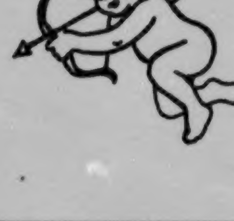





LANGUAGE
MATH
SCIENCE







GAME #5 *(continued)*
Job Choices
(To Be Used With Activity 65-E)

DIRECTIONS TO THE TEACHER: Cut out these cards and place them in the envelope at the back of the Kit marked, Game #5 — Job Choices

REAL ESTATE BROKER	DENTIST	CHEF
TRAVEL AGENT	X-RAY TECHNICIAN	EDITOR
PILOT	FLIGHT ATTENDANT	ENGINEER
ARTIST	BULLDOZER OPERATOR	FISHER
INVENTOR	EXPLORER	ARCHEOLOGIST
COAL MINER	JEWELER	SPORTS REPORTER
OPTICIAN	CORONER	ELECTRICIAN

GAME #5
Job Choices
(To Be Used With Activity 65-E)

DIRECTIONS TO THE TEACHER: Cut out these cards and place them in the envelope at the back of the Kit marked, Game #5 — Job Choices

DOCTOR	LAWYER	FLORIST
SECRETARY	JUDGE	ENTERTAINER
WRITER	VETERINARIAN	TEACHER
POLITICIAN	BARBER/BEAUTICIAN	PROFESSIONAL ATHLETE
MECHANIC	FARMER	NURSE
TRUCKER	SALESPERSON	FACTORY WORKER
CARPENTER	BANK TELLER	HOMEMAKER

TAPES

In five instances, tapes have been prepared where, if a student has a limited reading ability, it would hinder the student from learning the skill. Such might be the case when learning to fill out an application form which is a forboding task even with an adequate reading ability. By listening to a tape the application form is explained, and students are assisted with understanding terminology that may be unfamiliar.

Some Kits may already have the tapes included; other Kits will not. But all Kits contain the printed narrative of each tape. Two choices are available for teachers who have Kits which do not have the tapes provided.

(1) Have students in your class, or in your school, cut the 5 tapes by reading the narrative which is provided.

(2) Order the set of tapes already cut from the Clearinghouse at Western Illinois University.

In all cases, students are to be encouraged to read the narrative as they listen to the tapes since this is an effective technique for improving reading ability.

Tape narratives will be found on these pages:

	ACTIVITY	PAGE
Tape #1 Naming Job Sources	3	15
Tape #2 Filling Out A Personal Data Sheet	13	65
Tape #3 Filling Out an Application Form	14	79
Tape #4 Changing Negative Actions to Positive Actions	33	167
Tape #5 Taking an Overview Look at Career Choices	51	253

RECORD SHEETS OF COMPLETED ACTIVITIES

A set of masters to be used for recording completed activities is provided on pages 9-12. The teacher will make one set for each student in his or her class and will record it whenever a student satisfactorily completes an Option. The date will be written in the appropriate blank. A notebook for the purpose of containing these student record sheets may be the best arrangement.

You may also want each student to keep his or her own record of completed Options. Such an activity will help students learn the importance of keeping accurate records for themselves and will provide a means for finding out quickly if an Option has been completed. If a student should use the *CARE Kit* more than one year, the same record sheet should be used in subsequent years so that Options will not be repeated. Care should be exercised both by the teacher and by the student to see that accurate up-to-date records are maintained.

34

(To be used by students for making puzzles)

Name ______________________________

Date ____________ S.S.# ____________________

RECORD OF COMPLETED OPTIONS

(Duplicate this page; do not write on the original.)

PART I — JOB GETTING SKILLS

A. Introduction

Activity Number	NAME OF LESSON	Page Number	OPTIONS					
			A	B	C	D	E	F
1	Following Directions	1	HO	HO		HO	HO	
2	Learning Working World Terms	7				HO	HO	

B. Getting a Job

			A	B	C	D	E	F
3	Naming Job Sources	11	HO				HO	
4	Seeking Job Information by Using the Telephone	19		HO				HO
5	Using Neighbors, Friends, and Relatives as Job Sources	23		HO			HO	
6	Checking "Help Wanted" Ads	27	HO	HO	HO	HO	HO	
7	Knowing How the Job Service Can Help You	35		HO			HO	
8	Locating the School Job Placement Center	39	HO					HO
9	Finding a Job by "Pounding the Pavement"	43		HO			HO	
10	Using the Services of CETA	47			HO			HO

C. Job Details

			A	B	C	D	E	F
11	Filing for a Social Security Number	51		HO				
12	Seeking People to Serve as References	55		HO			HO	
13	Putting Together Personal Information	59	HO		HO			
14	Filling Out an Application Form	71	HO		HO	HO		
15	Writing an Application Letter	83	HO	HO		HO		HO
16	Making a Resumé	91		HO		HO		HO
17	Preparing for the Job Interview	97		HO	HO			HO
18	Learning About Tax Exemptions	103				HO		
19	Understanding Time Cards and Time Sheets	107			HO			HO

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RECORD OF COMPLETED OPTIONS

(Duplicate this page; do not write on the original.)

PART II – UNDERSTANDING MYSELF AND OTHERS

D. Values

Activity Number	NAME OF LESSON	Page Number	OPTIONS					
			A	B	C	D	E	F
20	Putting First Things First	111					HO	HO
21	Deciding What is Important to Me	115			HO		HO	
22	Being an Honest Worker is a No. 1 Requirement	119					HO	HO
23	Identifying Values	123		HO			HO	
24	Understanding Values Employers Hold to be Important for Workers	127			HO			HO

E. Feelings

			A	B	C	D	E	F
25	Feeling Words as Positive or Negative	131			HO			HO
26	Thinking About Things I Like to Do	135			HO	HO		
27	Understanding What My Needs Are	139	HO		HO			
28	Being Able to Say Kindly That You Do Not Like Something	143		HO				
29	Practicing Self-Control When Angry	147		HO				HO
30	Learning to Give and Accept Helpful Criticism	151			HO		HO	
31	Quitting a Job the Right Way	155		HO				
32	Understanding That Other People Have Feelings, Too	159				HO		HO

F. Improving Conditions

			A	B	C	D	E	F
33	Changing Negative Actions to Positive Actions	163	HO	HO				
34	Seeing Some of My Abilities	171		HO	HO			
35	What Can I Do About My Limitations	175		HO		HO		
36	Keeping a Job Takes Work	179		HO		HO		
37	Accepting Rules as Necessary	183				HO		HO
38	Learning to Make Decisions	187	HO	HO	HO			
39	Staying With a Task Until it is Done	193	HO					HO

RECORD OF COMPLETED OPTIONS

(Duplicate this page; do not write on the original.)

G. Budgeting

Activity Number	NAME OF LESSON	Page Number	OPTIONS					
			A	B	C	D	E	F
40	Understanding How Paychecks Are Figured	197	HO		HO			
41	Budgeting Money Means Having More Things You Want	207		HO			HO	
42	Figuring Living Costs	211	HO	HO	HO			
43	Discovering How I Spend My Time	217	HO					
44	Planning Ahead	221			HO	HO		

H. Getting Along With Others

			A	B	C	D	E	F
45	Making Friends	225	HO					
46	Getting Along With Others	229		HO				HO
47	Getting Along With Parents	233		HO		HO		
48	Respecting the Boss and People in Authority	237				HO		HO
49	Working Partners Need Respect, Too	241		HO				
50	Being Happy I Am Me	245		HO	HO			

PART III — CAREER CHOICES

I. The World of Work

			A	B	C	D	E	F
51	Taking an Overview Look at Career Choices	249	HO				HO	
52	Jobs Requiring Skills in Subject Matter Areas	257					HO	
53	Thinking About Job Possibilities for High School Teen-agers	261		HO			HO	HO
54	Selecting High School Courses to Prepare for Certain Jobs	265			HO			HO

RECORD OF COMPLETED OPTIONS

(Duplicate this page; do not write on the original.)

J. Career Information

Activity Number	NAME OF LESSON	Page Number	OPTIONS					
			A	B	C	D	E	F
55	Locating Sources of Career Information	269	HO	HO		HO		
56	Researching an Interesting Career	275	HO					
57	Interviewing Workers To Get Career Information	279			HO			HO

K. Career Clusters

			A	B	C	D	E	F
58	Scanning Biological and Argicultural Occupations	283	HO			HO		
59	Taking a Look at Careers in Business, Marketing and Management	287				HO	HO	
60	Looking at Health Occupations	291		HO	HO			HO
61	Previewing Home Economics Occupations	297	HO	HO				
62	Thinking about Industrial Oriented Occupations	301			HO			HO
63	Matching Occupations with the Five Clusters	305		HO	HO			

L. Future Jobs

			A	B	C	D	E	F
64	Using a Part-time Job to Gain Experience	309		HO	HO			
65	What do You Consider a Dream Job?	313			HO		HO	
66	Thinking About a Career for Me	317	HO	HO	HO	HO		
67	Making the Most of Leisure-Time Activities	323	HO				HO	

GRID

A number of the Options in the Kit ask for the student to develop a puzzle using suggested words. Some assistance will be necessary if students have never before developed a puzzle. Option A in Activity 2 concerns itself with this process. This may be an Activity you will want to do with the entire class. Students may use graph paper (4 squares = 1 inch) or the grid on page 8 may be duplicated and used for that purpose.

ANSWER KEY

You will find on page 17 of this Teacher's Guide an answer key to use with some of the Handouts (Worksheets). Some Options ask for opinion answers. In those cases no key is given. Read, with care, answers given by your students; here may be a perfect time for discussion and a teaching opportunity.

POSSIBLE USES OF THE MATERIALS

Instructors are free to use the materials in any way they choose. Here are a few suggestions:

1. To introduce the Kit, and to help students learn how to use it, you may want to demonstrate a few of the activities to the whole class.
2. Section A should be done first and all six Options for each of the activities should be completed by all students.
3. The rest of the materials are to be used in an entirely different manner from this first section. Activities are not necessarily to be done in the order given in the book. Neither are all students to do the same Options at the same time.
4. These materials have been designed to be somewhat different from the regular activities usually found in the classroom. It is essential that a positive atmosphere be maintained so that a fun-type of learning experience can take place.
5. Allow students to work together to complete an Activity when the sharing atmosphere will bring greater results than if an Activity were done alone. This is particularly important if the student has poor reading skills and if reading is a requirement for that Option.
6. Giving grades for completed activities is discouraged; rather, correctly completing activities is the desired outcome.
7. These materials will only be as good as the effort you exert putting them to use. They are merely a place for you to begin. Feel free to change, adapt, delete, and expand them to fit your students. The intent of the materials is to allow teacher-creativity and individual touch.
8. Students may shy away from doing those Options which require out-of-class time. They should be encouraged to choose some of these since such activities assist students in gaining experience for meeting the world beyond home or the classroom.
9. Certificates may be awarded to students who complete a certain number of Options in a Section, or whenever a specified number of Options have been completed.
10. Although the Options in the Activities are often spelled out rather clearly, much teacher direction is also required. For example, when students are told to do an interview, a teacher will want to do much training as to correct interview procedures by role playing within the class setting first. Students are to learn interview skills well in order to have successful experiences when they leave the classroom.

11. Films, speakers, and any other activities would be a welcomed addition as you see needs arise. Always be thinking of ways to bring in additional concepts for which students need to become aware.
12. Students will become tired of any materials if it is used too often. One or two days a week should be the maximum amount of time devoted to the *CARE Kit* or any other single material.
13. Encourage students to keep their Record of Completed Activities up-to-date. A bulletin board assigned for this purpose may be one way to keep students' progress visible.
14. You may decide some Options are handled best in a group setting. These should be selected and marked before students are allowed to pick and choose. This will prevent the duplication of students' efforts.
15. Activities are not organized in any particular order. In fact, choosing activities to correspond with real experiences met on the job, at home, or in school, is the most effective method.
16. As you progress through the materials, other Options for an activity may come to mind. Take a moment and add those ideas to the others. After all, the more Options that are available, the better this tool will satisfy the needs of your students. These Options will then also become choices for the students at a later time.
17. Care should be taken to see that students do a variety of types of Options. One particular type may appeal to a student, and will result in that student searching through the Kit for similar types. This may be the case with the puzzles. It may be that you, as teacher, may need to make a selection for the student now and then in order to be sure that a variety of types of activities are being done.
18. Students, too, may select the easiest Options, ones which have no challenge to them. Watch for these tendencies and encourage students to try new and different things. You may need to devise some plan whereby the student will select one Option to do, and then you will select one Option for that student.
19. Those students in your group who have extreme difficulty with reading should be steered toward activities which may be completed with a minimum amount of reading required. Activities involving role playing, drawing, interviewing, observing, collecting, discussing, etc., should be suggested and then followed through to see that those are the ones selected by the low reading level students.

MOTIVATING THE SPECIAL NEEDS STUDENTS

Motivating students has long been the quest of educators and is especially needed for those students who have problems achieving in the traditional school situation. The *CARE Kit*, because of its individualized and small group approach, lends itself in assisting you with the establishment of a different type of classroom atmosphere. Students have a choice as to which Options they wish to do in order to learn about a particular idea. But the *CARE Kit* is only one tool that should be used. Search for other types of materials to use along with it.

No two days in your classroom should be alike. When an atmosphere pervades that something new is about to happen, students get caught up in the expectancy and often want to be part of the action.

Motivation then, is that force within an individual which incites him or her to action. A number of suggestions are listed here which may provide a base for you to keep in mind when attempting to plan instruction which will be motivating for your special needs students. You will be able to add to these your own suggestion:

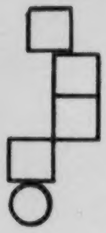
- Learning tasks must correlate closely with the abilities of students.
- Since a student's most saleable skill is attitude, constant nurturing to build up a positive self-concept is vital.
- Some students believe that fate, chance, and luck are controlling forces; these students are apt to never be high achievers unless a change in attitude takes place.
- Other students believe that achievement comes by striving for excellence, having self-confidence, taking calculated risks, and being willing to take personal responsibility for what happens. Strive to have this attitude in all members of the class.
- Have a positive approach and a high regard for students as people, regardless of who they are.
- Be aware of current trends in the world of youth.
- Speak a language students understand.
- Possess a sense of humor which is consistent.
- Create a classroom that is relaxed and conducive to learning.
- Have a thorough and current knowledge of the subject matter.
- Academic interest and enthusiasm generate the same in others.
- Students quite often will work only as hard as the teacher expects them to work; expect what their abilities will allow.
- Subject matter should deal directly with work and the lives of students as maturing adults whether it contributes to their personal growth or to career development.
- Visual aids are excellent teaching tools, but must be attractive, informative, thought-provoking, and current.
- Community resources are a "must" since they bring an awareness of the real world.
- Encourage students to participate in extra-curricular activities.
- Let students know what they are to learn in advance and take every opportunity to relate one piece of information to another.

Motivating the student who is "turned off" to traditional school is no easy task. Often those methods which seem most unlikely may be the ones that "turn on" those that respond poorly to the things you think will be interesting. The task is not easy, but any progress is to be praised. Keep alert for ideas and try them out. Some will be winners, and others will be losers, but to win now and then is better than to continually lose.

KEY

Many of the Handouts have no right or wrong answers but are, instead, opinion questions. No worksheet number will be listed in the key for such materials. The following answers are provided for the teacher's use where one answer should be named.

HANDOUT 1-D (Worksheet 3)



HANDOUT 3-A (Worksheet 7)

1. a., b., c. — Jim, Helen, Mary
2. Mary
3. Ask neighbors, relatives and friends
   Newspaper help-wanted ads
   Job Service
   School Placement Center
   From business to business
4. From business to business
5. Handy's Ice Cream Shop
6. Ten pairs of jeans

HANDOUT 4-B (Worksheet 9)

a. 1
b. 2
c. 3
d. 3
e. 4
f. 4
g. 4
h. 7
i. 5,6

HANDOUT 5-B (Worksheet 11)

14 & 15	16	19
a. NO wrong hours	YES	YES
b. NO fire hazard	NO fire hazard	YES
c. YES	YES	YES
d. NO no hours past 7 p.m.	YES	YES
e. NO alcohol sold	NO alcohol sold	YES
f. NO not both days on weekends	YES	YES
G. YES if no alcohol sold	YES if no alcohol sold	YES
h. NO need driver's license	YES if licensed to drive	YES if licensed to drive
i. YES	YES	YES

HANDOUT 5-E (Worksheet 12)

1. neighborhood
2. part-time
3. work
4. windows
5. references
6. explain
7. pay
8. responsible
9. conditions
10. money

EXPERIENCE

HANDOUT 6-B (Worksheet 14)

1. b
2. b
3. b
4. b
5. b
6. a
7. b
8. b

HANDOUT 6-C (Worksheet 15)

1. c
2. a
3. i
4. g
5. d
6. e
7. b
8. j
9. f
10. h

HANDOUT 6-D (Worksheet 16)

1. experience
2. clerk
3. references
4. required
5. corporation
6. high school
7. graduate
8. words per minute
9. extension
10. department
11. opening (or) opportunity
12. permanent
13. employment
14. experience
15. educational
16. background
17. mechanic
18. experience
19. required
20. hours
21. salary

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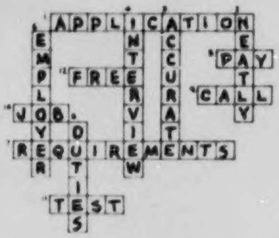
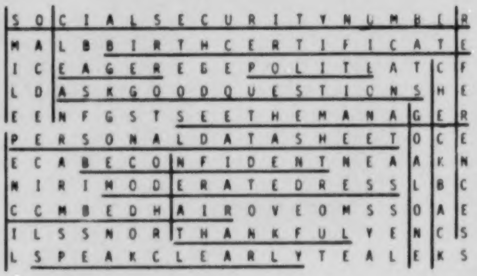
HANDOUT 6-E (Worksheet 17)

6. $7.90
7. $7.75
8. $7.90

HANDOUT 7-E



HANDOUT 9-B (Worksheet 22)



S	O	C	I	A	L	S	E	C	U	R	I	T	Y	N	U	M	B	E	R
M	A	L	B	B	I	R	T	H	C	E	R	T	I	F	I	C	A	T	E
I	C	E	A	G	E	R	E	G	E	P	O	L	I	T	E	A	T	C	F
L	D	A	S	K	G	O	O	D	Q	U	E	S	T	I	O	N	S	H	E
E	E	N	F	G	S	T	S	E	E	T	H	E	M	A	N	A	G	E	R
P	E	R	S	O	N	A	L	D	A	T	A	S	H	E	E	T	O	C	E
E	C	A	B	E	C	O	N	F	I	D	E	N	T	N	E	A	A	K	N
N	I	R	I	M	O	D	E	R	A	T	E	D	R	E	S	S	L	B	C
C	C	M	B	E	D	H	A	I	R	O	V	E	O	M	S	S	O	A	E
I	L	S	S	N	O	R	T	H	A	N	K	F	U	L	Y	E	N	C	S
L	S	P	E	A	K	C	L	E	A	R	L	Y	T	E	A	L	E	K	S

HANDOUT 10-C (Worksheet 24)

1. Yes
2. No
3. Yes
4. No
5. Yes
6. Yes
7. Yes
8. Yes
9. No
10. Yes
11. Yes
12. No
13. Yes
14. No
15. Yes

Secret message: HI

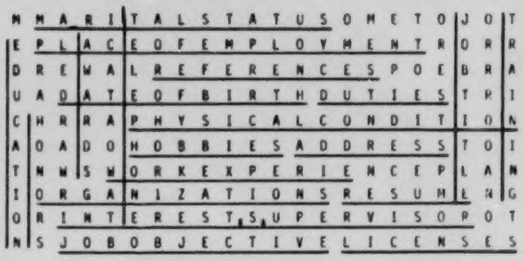
HANDOUT 14-A (Worksheet 31)

1. permanent
2. spouse
3. supervisor
4. employed
5. experience
6. Social Security No.
7. birth place
8. part-time
9. full-time
10. occupation
11. reference
12. interview
13. temporary
14. military service
15. dependents
16. qualifications

HANDOUT 15-A (Worksheet 34)

1. Line 1
2. 2
3. 6, 7
4. 3
5. 4
6. 8
7. 11
8. 12

HANDOUT 16-F (Worksheet 40)



M	M	A	R	I	T	A	L	S	T	A	T	U	S	O	M	E	T	O	J	O	T
E	P	L	A	C	E	O	F	E	M	P	L	O	Y	M	E	N	T	R	O	R	R
D	R	E	M	A	L	R	E	F	E	R	E	N	C	E	S	P	O	E	B	R	A
U	A	D	A	T	E	O	F	B	I	R	T	H	D	U	T	I	E	S	T	R	I
C	H	R	R	A	P	H	Y	S	I	C	A	L	C	O	N	D	I	T	I	O	N
A	O	A	D	O	H	O	B	B	I	E	S	A	D	D	R	E	S	S	T	O	I
T	N	W	S	W	O	R	K	E	X	P	E	R	I	E	N	C	E	P	L	A	N
I	O	R	G	A	N	I	Z	A	T	I	O	N	S	R	E	S	U	M	E	N	G
O	R	I	N	T	E	R	E	S	T	S	U	P	E	R	V	I	S	O	R	O	T
N	S	J	O	B	O	B	J	E	C	T	I	V	E	L	I	C	E	N	S	E	S

HANDOUT 17-B (Worksheet 41)

1. smile
2. thanks
3. job
4. appointment
5. early
6. introduce
7. clean
8. personal data sheet
9. neat
10. questions
11. interview
12. answer
13. patience
14. application
15. receptionist

HANDOUT 17-C (Worksheet 42)

5, 10, 15.

HANDOUT 17-F (Worksheet 43)

1. no, yes
2. yes, no
3. no, yes
4. no, yes
5. no, yes
6. no, yes
7. yes, no
8. no, yes
9. yes, no
10. no, yes
11. yes, no
12. no, yes
13. yes, no

HANDOUT 19-C (Worksheet 45)

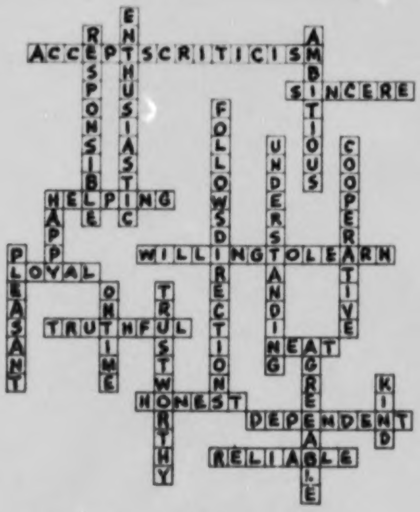
Day	In	Out	Hrs.	Min.
Sunday	11:30	1:30	2	0
Monday	3:00	5:30	2	30
Tuesday	5:45	7:00	1	15
Wednesday				
Thursday	7:10	8:25	1	15
Friday	11:00	1:00	2	0
Saturday				
			8	60 = 9 hrs.

9 hrs. x 3.10 = $27.90

HANDOUT 22-E (Worksheet 51)

1. O.K.
2. Paul does *not* use supplies . . .
3. . . . Marva *leaves it in.*
4. John cooks six shrimp and serves six shrimp.
5. O.K.
6. Paula *does not punch* the time clock for her.
7. Lee *tells the boss* he broke the expensive tool.
8. . . . but charges it to his home phone.
9. O.K.
10. . . . puts in ten gallons and charges her for ten gallons.
11. Ralph does not call in sick even if he would rather work on his car.
12. O.K.
13. O.K. if the parents agree.
14. Ann charged Debbie just as she would any other customer.
15. Leroy punched the time card when he left for home even though it was early.
16. Jim pays for extra food.
17. Jane only allows her family to use her 10% discount.

HANDOUT 24-C (Worksheet 55)


ACCEPTSCRITICISM
RESPONSIBLE
ENTHUSIASTIC
AMBITIOUS
SINCERE
FOLLOWSDIRECTION
UNDERSTANDING
COOPERATIVE
HELPING
APPEARANCE
WILLINGTOLEARN
PLEASANT
LOYAL
ONTIME
TRUSTWORTHY
TRUTHFUL
NEAT
AGREEABLE
KIND
HONEST
DEPENDENT
RELIABLE

HANDOUT 25-C (Worksheet 57)

POSITIVE		NEGATIVE	
proud	kind	cruel	guilt
happy	joy	sad	lonely
free	desire	selfish	trapped
beautiful	determine	bored	confused
playful	love	hate	fear
cooperate		anger	weak
		childish	cold

HANDOUT 25-F (Worksheet 58)

POSITIVE	NEGATIVE
beautiful	dark
sweet	dirty
pretty	cruel
pleasant	weak
fun	confused
brave	alone
friendly	lonely
gorgeous	cry
fancy	miserable
kind	trapped
happy	rejected
lovely	neglected
warm	sad
charming	angry
hope	chilly
	unhappy
	lonely

HANDOUT 28-B (Worksheet 63)

1. b
2. b
3. a
4. b
5. a

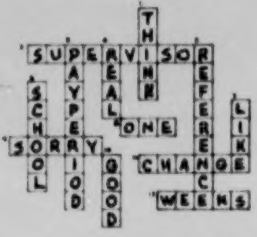
HANDOUT 29-B (Worksheet 64)

1. No
2. No
3. Yes
4. Yes
5. Yes
6. Yes
7. No
8. Yes
9. No
10. Yes
11. No
12. No
13. No
14. Yes

HANDOUT 29-F (Worksheet 65)

1. No
2. No
3. No
4. No
5. Yes
6. No
7. No
8. Yes
9. Yes
10. Yes
11. Yes
12. Yes
13. Yes
14. No
15. No
16. No
17. No
18. No
19. No
20. No

HANDOUT 31-B (Worksheet 68)


THINK
SUPERVISOR
PAY PERIOD
REAL
REFERENCE
SCHOOL
ONE
LIKE
SORRY
GOOD
CHANGE
WEEKS

8. job
6. school
7. like
2. supervisor
4. real
3. pay period
12. weeks
10. good
9. sorry
5. reference
1. think
11. change

HANDOUT 32-D (Worksheet 69)

1. worried
2. angry
3. grateful
4. lonely
5. overjoyed
6. frustrated
7. angry
8. proud
9. disappointed
10. guilty
11. afraid
12. pleased
13. anxious
14. love
15. frustrated

HANDOUT 33-A (Worksheet 71)

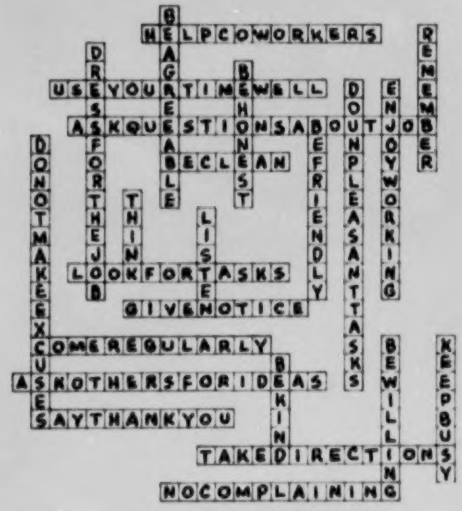
Different answers from these may be given.

A. #1
B. #3, 7
C. #10, 4 or 5
D. #2, 3, 6
E. #4, 1, 7, 3
F. #3, 7, 11

HANDOUT 36-B (Worksheet 77)

8-15-21

HANDOUT 36-D (Worksheet 78)


HELPCOWORKERS
BEAGREEABLE
DRESSFORTHEJOB
USEYOURTIMEWELL
BEHONEST
DOUNPLEASANTTASKS
ENJOYWORKING
REMEMBER
ASKQUESTIONSABOUTJOB
BEFRIENDLY
BECLEAN
DONOTMAKEEXCUSES
THINK
LISTEN
LOOKFORTASKS
GIVENOTICE
COMEREGULARLY
ASKOTHERSFORIDEAS
BEKIND
BEWILLING
KEEPBUSY
SAYTHANKYOU
TAKEDIRECTIONS
NOCOMPLAINING

HANDOUT 40-A (Worksheet 84)

1. Jan. 31, 1979
2. 22 hours
3. No
4. $63.80
5. $.69
6. $1.60
7. $3.91
8. No
9. $6.20
10. $3.78
11. $3.59
12. $8.80
13. $127.38
14. $143.55
15. $57.60
16. $79.75
17. 543-66-6578

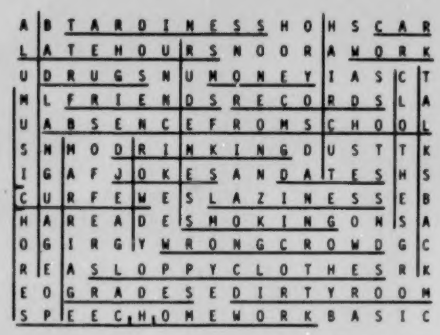
HANDOUT 40-C (Worksheet 85)

	Federal	FICA	Total Deduct.	Net
Williams	.60	7.36	10.96	109.04
Ott	0	3.86	5.43	57.57
Oswald	33.80	20.23	62.28	267.72
Smith	9.00	10.85	24.28	152.72
Cobb	169.30	59.77	253.45	721.55
Lawson	245.20	76.63	353.08	896.92
Libby	73.00	33.10	119.60	420.40
Wheeler	112.40	44.38	174.88	549.12
Totals	643.30	256.18		

HANDOUT 42-C (Worksheet 90)

Food	$60	×	12 mo.	=	$720 yr.	×	18 yrs.	=	$12960
Clothing	$25	×	12 mo.	=	$300 yr.	×	18 yrs.	=	$ 5400
Education	$ 5	×	10 mo.	=	$ 50 yr.	×	12 yrs.	=	$ 600
Room	$40	×	12 mo.	=	$480 yr.	×	18 yrs.	=	$ 8640
Med. Den.	$10	×	12 mo.	=	$120 yr.	×	18 yrs.	=	$ 2160
Misc.	$25	×	12 mo.	=	$300 yr.	×	18 yrs.	=	$ 5400
	Total for 1 yr.				$1970		for 18 yrs.		$35160

HANDOUT 47-B (Worksheet 97)



A	B	T	A	R	D	I	N	E	S	S	H	O	H	S	C	A	R
L	A	T	E	N	O	U	R	S	N	O	O	R	A	W	O	R	K
U	D	R	U	G	S	N	U	M	O	N	E	Y	I	A	S	C	T
M	L	F	R	I	E	N	D	S	R	E	C	O	R	D	S	L	A
U	A	B	S	E	N	C	E	F	R	O	M	S	C	H	O	O	L
S	N	M	O	D	R	I	N	K	I	N	G	D	U	S	T	T	K
I	G	A	F	J	O	K	E	S	A	N	D	A	T	E	S	H	S
C	U	R	F	E	W	E	S	L	A	Z	I	N	E	S	S	E	B
H	A	R	E	A	D	E	S	M	O	K	I	N	G	O	N	S	A
O	G	I	R	G	Y	W	R	O	N	G	C	R	O	W	D	G	C
R	E	A	S	L	O	P	P	Y	C	L	O	T	H	E	S	R	K
E	O	G	R	A	D	E	S	E	D	I	R	T	Y	R	O	O	M
S	P	E	E	C	H	O	M	E	W	O	R	K	B	A	S	I	C

HANDOUT 44-C (Worksheet 92)

1. yes
2. yes
3. yes
4. no
5. no
6. yes
7. yes
8. no
9. no
10. yes
11. yes
12. yes
13. yes
14. yes

HANDOUT 44-D (Worksheet 93)

Office to Benedicts
to Gambles
to Overstreet Printers
to Post Office
to Smith Grocery
to Mac's
to Bonds Equipment
back to Office

HANDOUT 48-D (Worksheet 99)

1. no
2. no
3. yes
4. yes
5. yes
6. no
7. yes
8. no
9. no
10. no
11. yes
12. no
13. yes
14. no
15. no
16. yes
17. no
18. no
19. no
20. yes
21. yes

HANDOUT 45-A (Worksheet 94)

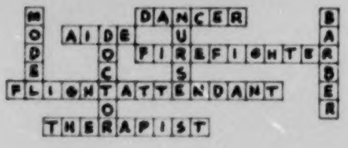
1. fun
2. talk, laugh
3. pleasant
4. grouch
5. questions
6. help
7. feelings
8. good, bad
9. listen
10. secret
11. interests
12. gossip
13. care
14. cooperate, cooperate
15. friend

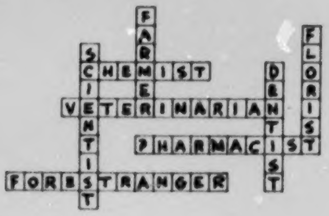
HANDOUT 49-B (Worksheet 101)

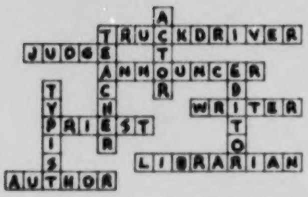
1. fair
2. enjoy
3. boss
4. people
5. get
6. accept
7. started
8. respect
9. job
10. show
11. humor
12. extra
13. mistake
14. arguments
15. formal
16. smile

RESPECT CO-WORKERS

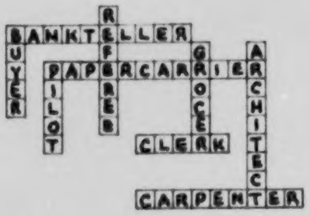
HANDOUT 52-E (Worksheet 106)

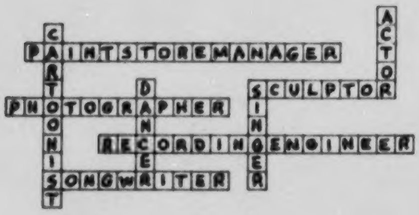

MODEL
DANCER
AIDE
NURSE
DOCTOR
FIREFIGHTER
BARBER
FLIGHTATTENDANT
THERAPIST

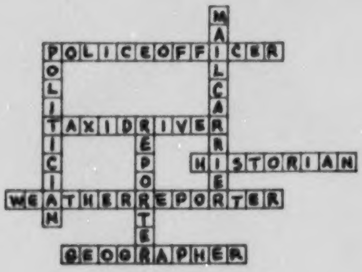

FARMER
FLORIST
SCIENTIST
CHEMIST
DENTIST
VETERINARIAN
PHARMACIST
FORESTRANGER


ACTOR
TRUCKDRIVER
JUDGE
TEACHER
ANNOUNCER
TYPIST
EDITOR
WRITER
PRIEST
LIBRARIAN
AUTHOR

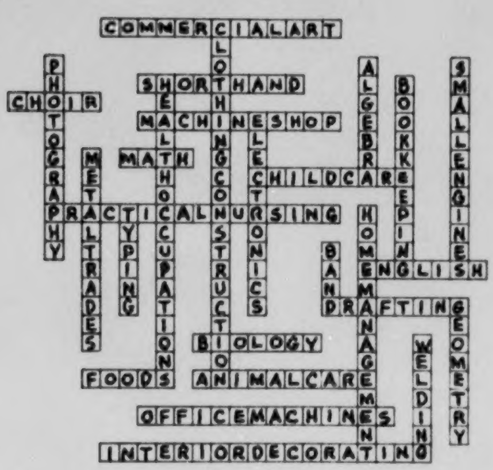
HANDOUT 52-F (Worksheet 107)


REFEREE
BANKTELLER
BUYER
GROCER
ARCHITECT
PAPERCARRIER
PILOT
CLERK
CARPENTER


ACTOR
CARTOONIST
PAINTSTOREMANAGER
DANCER
SCULPTOR
SINGER
PHOTOGRAPHER
RECORDINGENGINEER
SONGWRITER


MAILCARRIER
POLICEOFFICER
POLITICIAN
TAXIDRIVER
REPORTER
HISTORIAN
WEATHERREPORTER
GEOGRAPHER

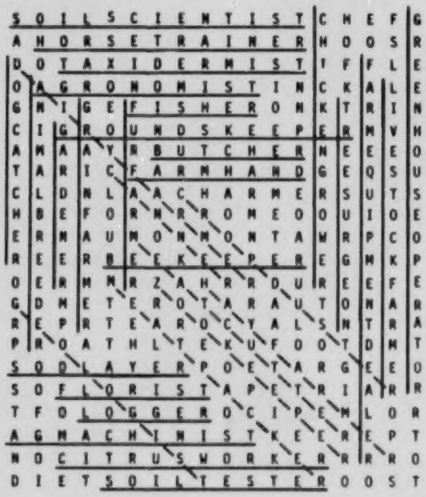
HANDOUT 54-F (Worksheet 111)


COMMERCIALART
CLOTHINGCONSTRUCTION
PHOTOGRAPHY
ALGEBRA
SMALLENGINES
SHORTHAND
BOOKKEEPING
CHOIR
HEALTHOCCUPATIONS
MACHINESHOP
ELECTRONICS
METALTRADES
MATH
CHILDCARE
PRACTICALNURSING
HOMEMANAGEMENT
TYPING
BAND
ENGLISH
DRAFTING
GEOMETRY
BIOLOGY
WELDING
FOODS
ANIMALCARE
OFFICEMACHINES
INTERIORDECORATING

HANDOUT 58-A (Worksheet 118)

14, 27, 39

HANDOUT 58-D (Worksheet 119)



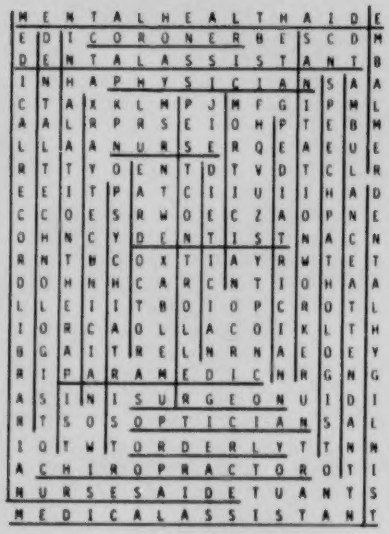
```
S O I L S C I E N T I S T C H E F G
A H O R S E T R A I N E R H O O S R
D O T A X I D E R M I S T I F F L E
O A G R O N O M I S T I N C K A L E
G N I G E F I S H E R O N K T R I N
C I G R O U N D S K E E P E R M V H
A M A A Y R B U T C H E R N E E E O
T A R I C F A R M H A N D G E Q S U
C L D N L A A C H A R M E R S U T S
H B E F O R N R R O M E O O U I O E
E R N A U M O N M O N T A W R P C O
R E E R B E E K E E P E R E G M K P
O E R M M R Z A H R R O U R E E F E
G D M E T E R O T A R A U T O N A R
R E P R T E A R O C Y A L S N T R A
P R O A T H L T E K U F O O T D M T
S O D L A Y E R P O E T A R G E E O
S O F L O R I S T A P E T R I A R R
T F O L O G G E R O C I P E M L O R
A G M A C H I N I S T K E E R E P T
N O C I T R U S W O R K E R R R R O
D I E T S O I L T E S T E R O O S T
```

48

HANDOUT 59-E (Worksheet 121)

1. b
2. a
3. c
4. e
5. d
6. h
7. f
8. g
9. j
10. i
11. o
12. k
13. n
14. l
15. m
16. r
17. p
18. q
19. s
20. t

HANDOUT 60-B (Worksheet 122)



```
M E N T A L H E A L T H A I D E
E D I C O R O N E R H E S C D M
D E N T A L A S S I S T A N T B
I N H A P H Y S I C I A N S A A
C T A X K L M P J M F G I P M L
A A L R P R S E I O H P T E B M
L L A A N U R S E R Q E A E U E
R T T Y O E N T D T V D T C L R
E E I T P A T C I I U I I H A D
C C O E S R W O E C Z A O P N E
O H N C Y D E N T I S T N A C N
R N T M C O X T I A Y R W T E T
D O H N H C A R C N T I O H A A
L L E I I T B O I O P C R O T L
I O R C A O L L A C O I K L T H
B G A I T R E L N R N A E O E Y
R I P A R A M E D I C N N G N G
A S I N I S U R G E O N U I D I
R T S O S O P T I C I A N S A L
I O T W T O R D E R L Y T T N M
A C H I R O P R A C T O R O T I
N U R S E S A I D E T U A N T S
M E D I C A L A S S I S T A N T
```

HANDOUT 61-A (Worksheet 125)

CHILD CARE
1. Babysitter
2. Child Care Aide
3. Child Care Director
4. Foster Parent
5. Librarian
6. Library Aide
7. Nursery School Aide
8. Nursery School Director
9. Teacher
10. Teacher Aide

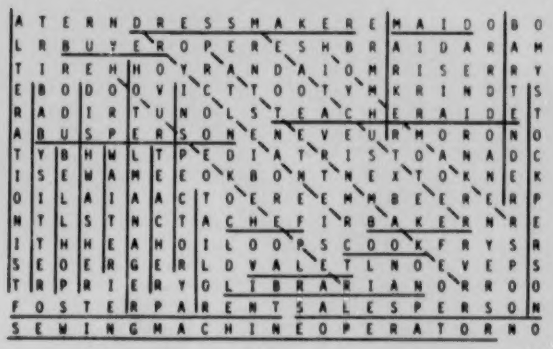
FOOD SERVICE
1. Baker
2. Bartender
3. Busperson
4. Caterer
5. Chef
6. Cook
7. Host/Hostess
8. Meat Cutter
9. Waiter
10. Waitress

HANDOUT 61-A (Continued)

HOTEL/MOTEL
1. Bell Hop
2. Buyer
3. Desk Clerk
4. Entertainer
5. Hotel Manager
6. Housekeeper
7. Maid
8. Maintenance Supervisor
9. Security Officer
10. Valet

CLOTHING
1. Alterationist
2. Designer
3. Dressmaker
4. Dry Cleaner
5. Hand Sewer
6. Pattern Maker
7. Presser
8. Salesperson
9. Sewing Machine Operator
10. Tailor

HANDOUT 61-B (Worksheet 126)



```
A T E R N D R E S S M A K E R E M A I D O B O
L R B U Y E R O P E R E S H B R A I D A R A M
T I R E H H O Y R A N D A I O M R I S E R R Y
E B O D O O V I C T T O O T Y M K R I N D T S
R A D I R T U N O L S T E A C H E R A I D E T
A B U S P E R S O N E N E V E U R M O R O N O
T Y B H W L T P E D I A T R I S T O A N A D C
I S E W A M E E O K B O N T N E X T O K N E K
O I L A I A A C T O E R E E M M B E E R E R P
M T L S T N C T A C H E F I R B A K E R N R E
I T H H E A H O I L O O P S C O O K F R Y S R
S E O E R G E R L D V A L E T L N O E V E P S
T R P R I E R Y O L I B R A R I A N O R R O O
F O S T E R P A R E N T S A L E S P E R S O N
S E W I N G M A C H I N E O P E R A T O R N O
```

HANDOUT 62-C (Worksheet 127)

1. Architect
2. Barber
3. Beautician
4. Bus Driver
5. Carpenter
6. Construction Worker
7. Cosmetologist
8. Custodian
9. Detective
10. Diesel Mechanic
11. Dry Cleaning Attendant
12. Environmentalist
13. Fire Fighter
14. Flight Attendant
15. Garbage Collector
16. Guard
17. Housekeeper
18. Interior Decorator
19. Laundry Worker
20. Librarian
21. Mail Carrier
22. Painter
23. Photographer
24. Police Officer
25. Printer
26. Taxi Driver
27. TV Repairperson
28. Welder

HANDOUT 62-F (Worksheet 128)

1. Glass Installer
2. Electrician
3. Plumber
4. Welder
5. Coal Miner
6. Lather
7. Cartoonist
8. Radio-TV Repairperson
9. Boatswain
10. Inspector
11. Mechanic
12. Jeweler
13. Cabinet Maker
14. Plasterer
15. Trucker
16. Construction Worker
17. Inspector
18. Stone Mason

HANDOUT 63-B (Worksheet 129)

AGRICULTURE
1. Yard Worker
2. Lawn Mower
3. Farm Hand
4. Kennel Aide

BUSINESS
1. Stock Clerk
2. Sacker
3. Typist
4. Cashier

HEALTH
1. Nurse Aide
2. Orderly

HOME ECONOMICS
1. Waiter/Waitress
2. Babysitter
3. Busperson
4. Dishwasher

INDUSTRIAL
1. Painter's Assistant
2. Janitor
3. Carpenter's Assistant
4. Carpet Layer's Aide

HANDOUT 63-C (Worksheet 130)

AGRICULTURE
1. Florist
2. Tree Surgeon
3. Game Warden
4. Landscaper
5. Farmer

BUSINESS
1. Secretary
2. Bank Teller
3. Bookkeeper
4. File Clerk
5. Typist

HEALTH
1. Nurse
2. Dentist
3. Doctor
4. X-Ray Technician
5. Dietician

HOME ECONOMICS
1. Chef
2. Tailor
3. Day Care Attendant
4. Housekeeper
5. Baker

INDUSTRIAL
1. Plumbr
2. Mail Carrier
3. Painter
4. Cab Driver
5. Carpenter

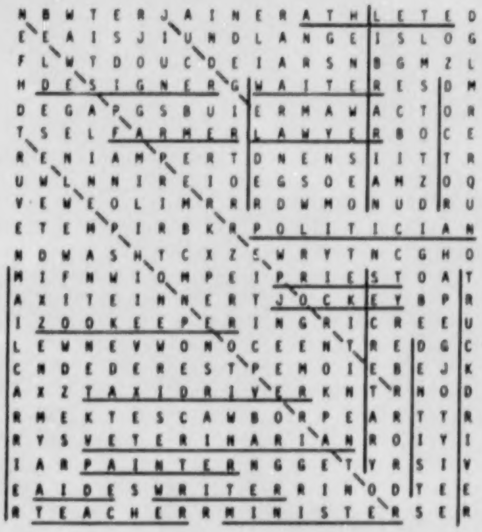
HANDOUT 64-B (Worksheet 131)

1. q
2. o
3. k
4. p
5. i
6. g
7. f
8. l
9. n
10. j
11. h
12. a
13. b
14. t
15. s
16. d
17. e
18. m
19. r
20. c

HANDOUT 64-C (Worksheet 132)

1. c
2. e
3. e
4. e
5. d
6. e
7. e
8. c
9. e
10. e

HANDOUT 66-A (Worksheet 135)



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N B W T E R J A I N E R A T H L E T E D
E E A I S J I U N D L A N G E I S L O G
F L W T D O U C D E I A R S N B G M Z L
H D E S I G N E R G W A I T E R E S O M
D E G A P G S B U I E R M A W A C T O R
T S E L F A R M E R L A W Y E R B O C E
R E N I A M P E R T O N E N S I I T T R
U W L N N I R E I O E G S O E A M Z O Q
V E W E O L I M R R R D W M O N U D R U
E T E M P I R B K R P O L I T I C I A N
N D W A S H T C X Z S W R Y T N C G H O
M I F N W I O M P E I P R I E S T O A T
A X I T E I N N E R T J O C K E Y B P R
I Z O O K E E P E R I N G R I C R E E U
L E W N E V W O N O C E E N T R E D G C
C N D E D E R E S T P E M O I E B E J K
A X Z T A X I D R I V E R K N T R N O D
R M E K T E S C A W B O R P E A R T T R
R Y S V E T E R I N A R I A N R O I Y I
I A R P A I N T E R N G G E T Y R S I V
E A I D E S W R I T E R R I N O D T E E
R T E A C H E R R M I N I S T E R S E R
```

HANDOUT 67-A (Worksheet 139)

1. Secretary
2. Nurse
3. Reporter
4. Dentist
5. Engineer
6. Beautician
7. Roofer
8. Veterinarian
9. Entertainer
10. Florist
11. Youth Director
12. Interpreter
13. Author
14. Electrician
15. Taxi Driver
16. Photographer
17. Housekeeper
18. Chef
19. Carpenter
20. Lawyer
21. Musician
22. Teacher
23. Interior Decorator

CARE KIT

Combining Activities with Real Experiences

(Revised Edition)

Diane Blair
Project Director

Eastern Illinois University
Charleston, Illinois

STATE BOARD OF EDUCATION
Jack Witkowsky, Chairman

ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin, Superintendent

Department of Adult, Vocational and Technical Education

Springfield, Illinois

June 1979

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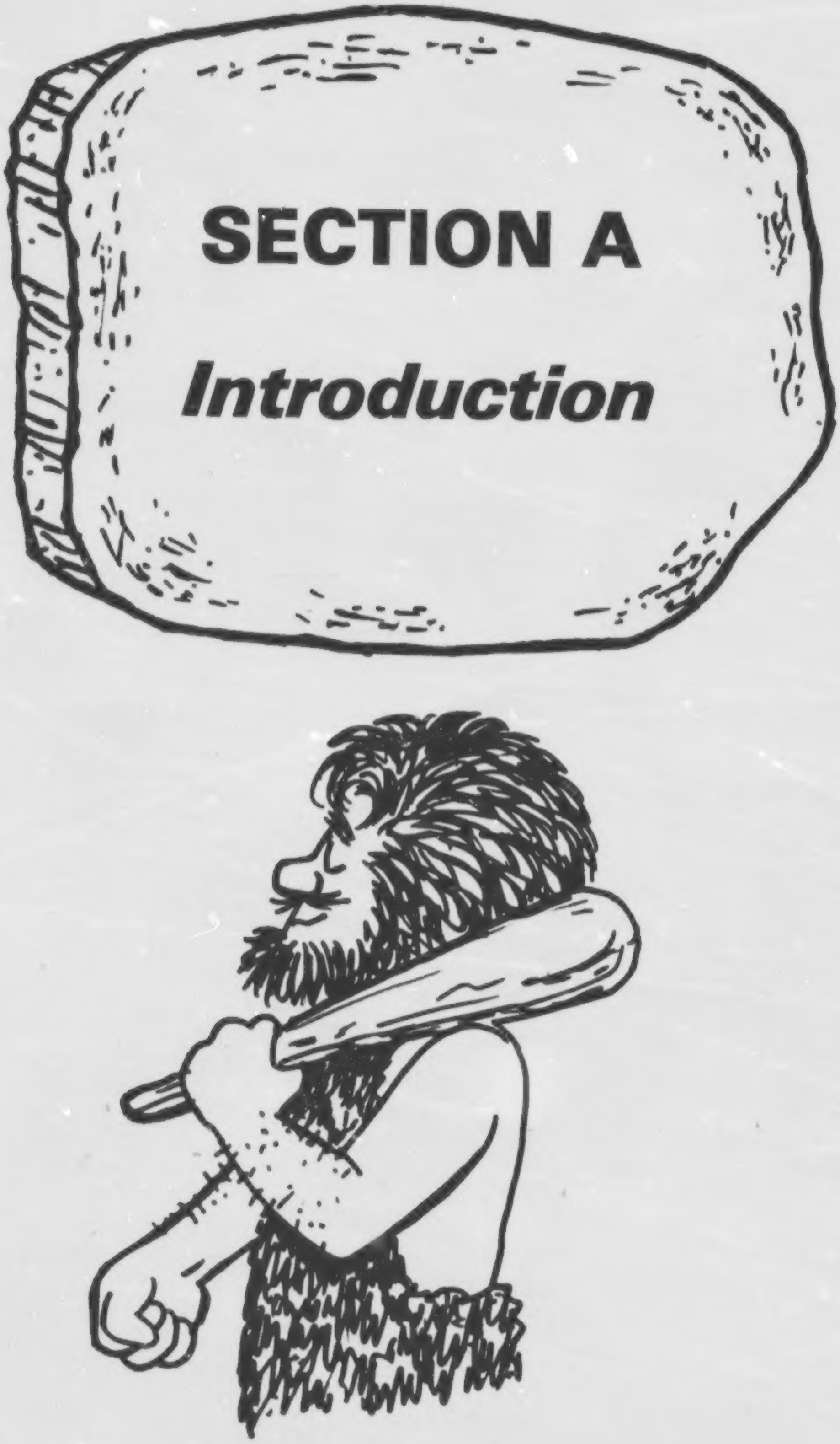
SECTION A

Introduction



INTRODUCTION

ACTIVITY 1: FOLLOWING DIRECTIONS

THINK ABOUT IT:

Being able to follow directions is not always easy. Sometimes you may not understand what you are told to do. Sometimes the directions are not given clearly. Three important steps to follow are these:

1. Listen carefully to what you are told to do.
2. Be able to name the steps you must take to get the job done.
3. Ask questions if you are not sure what you are to do.

Remember, you cannot do well what someone tells you to do if you do not understand.

It is embarrassing to have to come back and ask for more details.

But, it is even worse to do a job and then find out you did not do what you were asked to do.

Learning to follow directions takes practice. START NOW!

Zok says:
Directions, directions. Can't leave cave without directions!

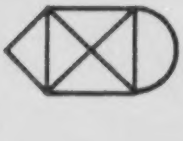
OPTIONS:

A. *Did You Say, "My Name Backwards?"*

On Handout 1-A (Worksheet 1) you will find a fun activity. Learning to follow directions takes practice. Be careful to do exactly what it says to do.

B. *Now, That's An Easy Puzzle*

Can you make this design without crossing any lines or lifting your pencil? Get Handout 1-B (Worksheet 2). First, try to do the puzzle without reading the directions. Then, read the directions and do the puzzle.



C. *Build A Game Yourself*

Think about some game you have played. Or, make up a game. Make the parts you will need. Write out the directions very carefully. Play the game with your classmates. You may need to re-write some of the directions. Put all the parts in a box or large envelope. Write the name of the game on the envelope. Put it where others may use it.

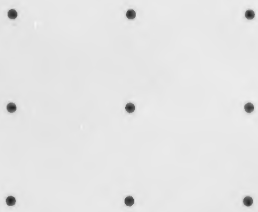
D. *And Now A Paper Puzzle*

On Handout 1-D (Worksheet 3) you will find directions for making a design. Use the pieces of paper to help you. Follow the directions carefully.

You will need:
- Handout 1-D
- Game #1 marked, "Paper Puzzle Pieces."

E. *Now Where Do I Begin?*

Look at this puzzle. Draw 9 dots just like these on a sheet of paper.



Then draw four straight lines and go through all nine dots. Do not lift your pencil. Do not write on this page. Can you do it? Now, get Handout 1-E (Worksheet 4). Do what the Handout says.

F. *Move The Square To The Right!*

Put two sheets of paper together. Cut these two sheets into 5 parts. Sort them into two sets. Each set will be exactly alike. Now, the two of you sit with your backs together. One of you will make a design. As you make the design, tell the other person how to make the same design. You may ask questions, but do not look at each other. Do not look at the other person's design. How did you do? Try it without asking questions. Why is it important to follow directions exactly?

You will need:
- A classmate who has not done this activity
- A pair of scissors
- Two sheets of paper

Delores: What do you get when you cross a black bird
and a mad dog?
Evelyn: A raven maniac!

Handout 1-A **Activity 1: Learning To Follow Directions**

Name ______________________________

Date ______________ S.S.# ______________________

DIRECTIONS: Follow carefully these directions. Be very sure that you read **all** directions before you begin.

1. Get a pencil.
2. Write your name in the right-hand corner of Handout 1-A.
3. Number Handout 1-A from 1 to 7 along the right side of the page.
4. Beside number 1 on your paper, draw a triangle.
5. Put a square around number 2.
6. Count the number of windows in the room and put that number by number 4 on your paper.
7. Write what color the sky is on a clear day beside number 3.
8. Multiply 14 times 3 and put it by number 5.
9. By number 6 write the town and city where you were born.
10. Spell your first name backwards down the left side of the paper.
11. Beside number 7 write the date.
12. Write in the bottom right-hand corner what the weather is like outside right now.
13. Now that you have read all the directions, omit all directions except number 1 and 2. Turn Handout 1-A in to your teacher.

(That was tricky, wasn't it! If you didn't do it right, keep the secret. Watch your friends' faces when they try it.)

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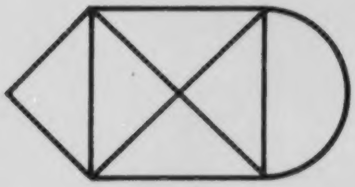
Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Can you make this design without crossing any lines or lifting your pencil? Try it.



(It is possible to do the puzzle more ways than just one. See if you can do it by following these directions.)

STEP 1—Begin at the lower left-hand corner of the square. Move up to the center of what will be the square and come back down to the right-hand corner making an upside down "V".

STEP 2—Move up to form the complete right-hand side of the square.

STEP 3—Come back to the center point and move up to the left to the upper left-hand corner of the square. You now have a closed triangle and three open angles.

STEP 4—Close the open triangle to make the left side of the square. What you have now looks like a bow tie.

STEP 5—Form the triangle end by going up to the left at an angle and back in to the top left-hand corner of the square.

STEP 6—Draw a straight line across the top to make the top part of the square.

STEP 7—Form the bow on the right end by connecting the top of the square with the bottom of the square.

STEP 8—Complete the square by making the bottom line of the square.

Did you do it? Go back and try again if you didn't. Read the directions again, too. Show your teacher when you can follow the directions.

Name ______________________________

Date ________________ S.S.# ________________

You will need:

- Game #1 in the Kit marked, "Paper Puzzle Pieces." Four parts should be there.
- Your ruler.

DIRECTIONS: Read the following steps, one at a time. Do exactly as each step tells you.

STEP 1 – Take the pieces from the envelope marked, "Paper Puzzle Pieces."

STEP 2 – Place one of the squares in the middle of the blank spot at the right. The top edge of the square should be 4½" from the top edge of the paper. It should be 1" from the right edge.

STEP 3 – Take another square. Place it below the first square so that half of the second square is to the right of square No. 1 which is above it.

STEP 4 – Take the third square and place it directly below the second square.

STEP 5 – Take the fourth square. Place its upper right tip at the lower left tip of the third square. Only one point of each square will be touching.

STEP 6 – Take the circle and center it under the fourth square.

STEP 7 – Trace around the outside of the puzzle pieces.

STEP 8 – Put the four squares and the circle back in the envelope marked, "Paper Puzzle Pieces," and return the envelope to the Kit.

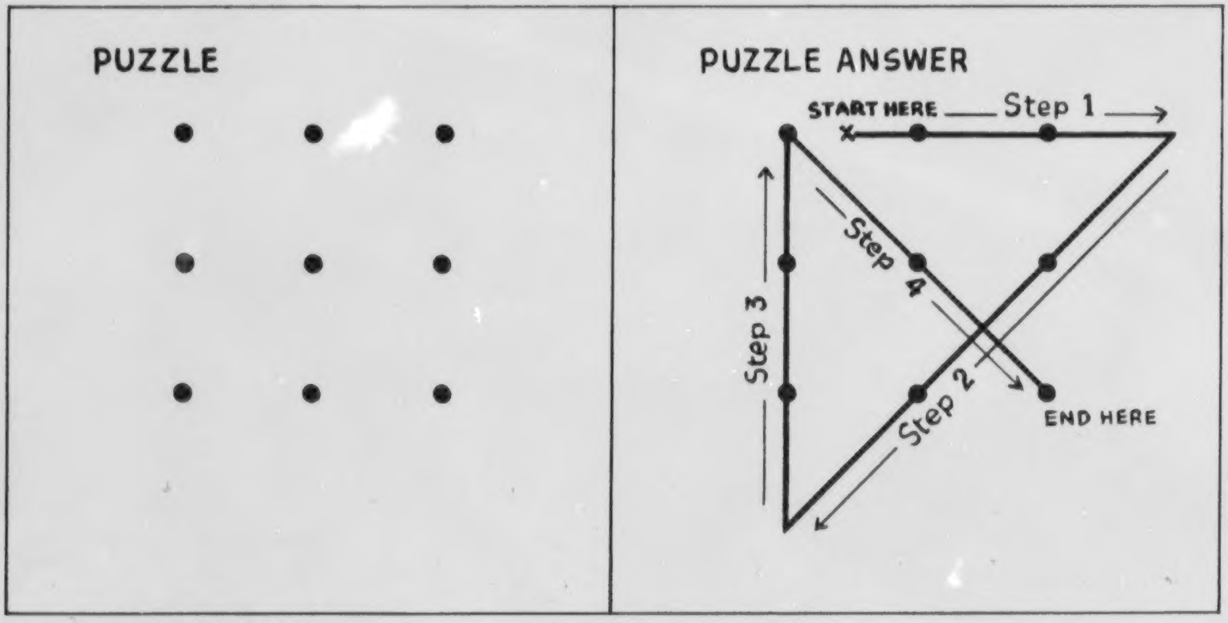
STEP 9 – Write your name on the paper in the upper right-hand corner.

STEP 10 – Turn this paper in to your teacher.

Name ______________________________

Date ____________ S.S.# ______________

DIRECTIONS: The problem is — you must hit all nine dots but use only 4 straight lines. Do not lift your pencil. Now, you are to write the directions for a friend to follow to solve this puzzle. Use four steps. Be sure your directions are very clear. Test them out on a friend.


PUZZLE
PUZZLE ANSWER
START HERE
Step 1
Step 4
Step 3
Step 2
END HERE

PUZZLE DIRECTIONS:

STEP 1—

STEP 2—

STEP 3—

STEP 4—

ACTIVITY 2: LEARNING WORKING WORLD TERMS

THINK ABOUT IT:

When you go to work you may hear all kinds of new words. Some of them you may already know. Others you may not be sure about.

In the activities in this book you will find many of the words that you will hear when you go to get a job. These 6 Options in this activity have been planned to help you learn these words. You may want to do all six. They will help you know many of the words when you meet them later.

?
I'm an employ**EE** if I work for an employ**ER**?

Zeno says:
Getting a job is confusing!
You have to learn a new way to talk!

OPTIONS:

A. *Steps For Making A Hidden Word Puzzle*

Making a Hidden Word Puzzle can be fun. To make a puzzle, you will need a grid. Several times in the CARE Kit you may make a puzzle if you decide to do that Option. Follow these steps:

- Ask your teacher for a grid.
- Make a list of words you want to use.
- Write in one of your longest words.
- Begin to fill in words around this word. Have words overlap as in sample A.

SAMPLE A

B	E	A	R	D
C		D		E
A		O		E
T	I	G	E	R

SAMPLE B

B	E	A	R	D
C	B	C	O	E
A	B	O	A	E
T	I	G	E	R

- When you have fit together as many words as you can, fill in the empty spaces with any letters that come to your mind. See Sample B. Do not use more of the grid than you really need.
- Cut off the edges that you do not use.
- Paste your puzzle on a sheet of paper.
- Write under the puzzle the words hidden in it.
- It is now ready for making copies.
- You may want to copy and find the words to make sure you have made no mistakes.

Now, make your own Hidden Word Puzzle. Choose words you will use from this list:

Abilities
Actions
Activity
Advantages
Application
Authority
Criticism
Directions
Disadvantages
Exemptions
Experience
Employed
Employee
Employer
Employment
Feelings
Full-time
Handout
Inexperience
Information
Interest
Interview
Leisure
Limitations
Negative
Option
Part-time
Personal
Positive
Prepare
Qualifications
References
Requirement
Respect
Resumé
Self-control
Services
Skills
Sources
Unemployed

B. *May I Borrow The Dictionary, Please?*

Find the meanings of these words in the dictionary:

Information
Sources
Skills
Requirements
Self-control
Criticism
Feelings
Actions
Respect
Authority
Preparation
Inexperience

Talk with your teacher and a classmate about their meanings. Can you use each word in a sentence about you and working?

C. *Five Opposites? Six Opposites? Seven Opposites?*

Look at the list of words in Option A. Can you find five opposites? Can you find six opposites? Can you even find seven opposites? List them and tell how their meanings are different. Use the dictionary if you need help with the definitions.

D. *Let's Play The Match Game*

You will need Handout 2-D (Worksheet 5). Words are listed. Definitions are given. Match the two. Write the letter on the line before the word. You may use the dictionary if you need it.

E. *Try A Word Puzzle That Gives Definitions, Too!*

Use the puzzle on Handout 2-E (Worksheet 6) to help you learn the meanings of some of these words. If you have a problem with any of the words, use the dictionary.

F. *I've Never Heard Of That Word*

Look through the pages of this book. Find at least 15 words for which you do not know the meanings. List them. Ask people in the class to give you definitions of the words. (You may want to ask more than one person to be sure you have the correct definitions.) Or, look the words up in the dictionary.

Handout 2-D **Activity 2: Learning Working World Terms**

?
I'm an employEE if I work for an employER?

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Match the word in the first column with the meaning in the second column. Put the letter on the line before the word.

______ 1. Options
______ 2. Directions
______ 3. Handout
______ 4. Application
______ 5. Interview

______ 6. Qualifications
______ 7. Interests
______ 8. Resumé
______ 9. References
______ 10. Limitations

______ 11. Employer
______ 12. Employee
______ 13. Employment
______ 14. Disadvantage
______ 15. Advantage

______ 16. Part-time
______ 17. Full-time
______ 18. Leisure
______ 19. Positive
______ 20. Negative

a. Method for doing an activity.
b. A number of choices.
c. A form filled out asking for a job.
d. The meeting between employer and employee.
e. A student's worksheet.

f. A one or two page history of a person.
g. Special skills or abilities one has.
h. People you list who will say good things about you when asked by an employer.
i. Special feelings of excitement.
j. Skills you do not have.

k. A job for pay.
l. One who hires workers.
m. A good part about something.
n. A person who works for an employer for wages.
o. A bad part about something.

p. Things you do just for fun.
q. Hired for 35 or more hours a week.
r. Moving toward improvement.
s. Hired for less than 35 hours a week.
t. Moving against improvement.

Handout 2-E

Activity 2: Learning Working World Terms

I'm an employEE if I work for an employER?

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at the sentences below. Put one of these words in the blank to make a true statement. If you have chosen the correct word, it will fit into the puzzle. Use each word once.

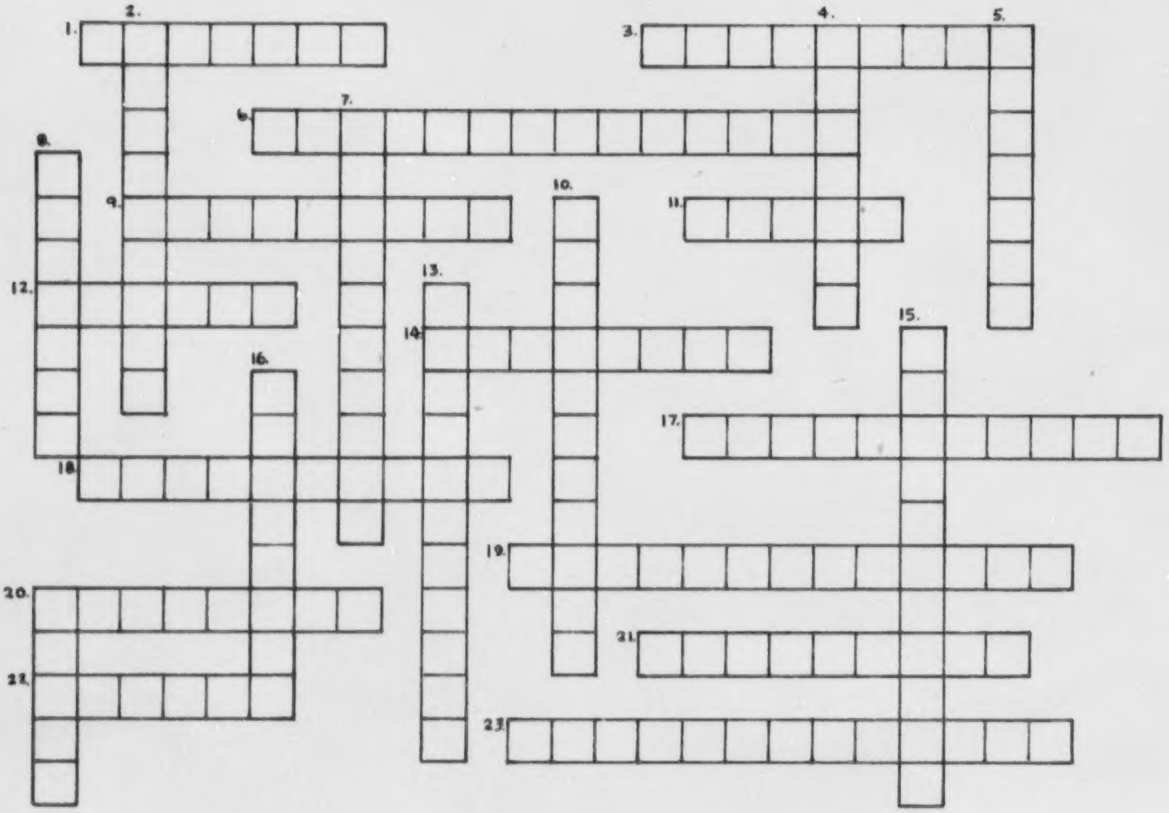
ACROSS

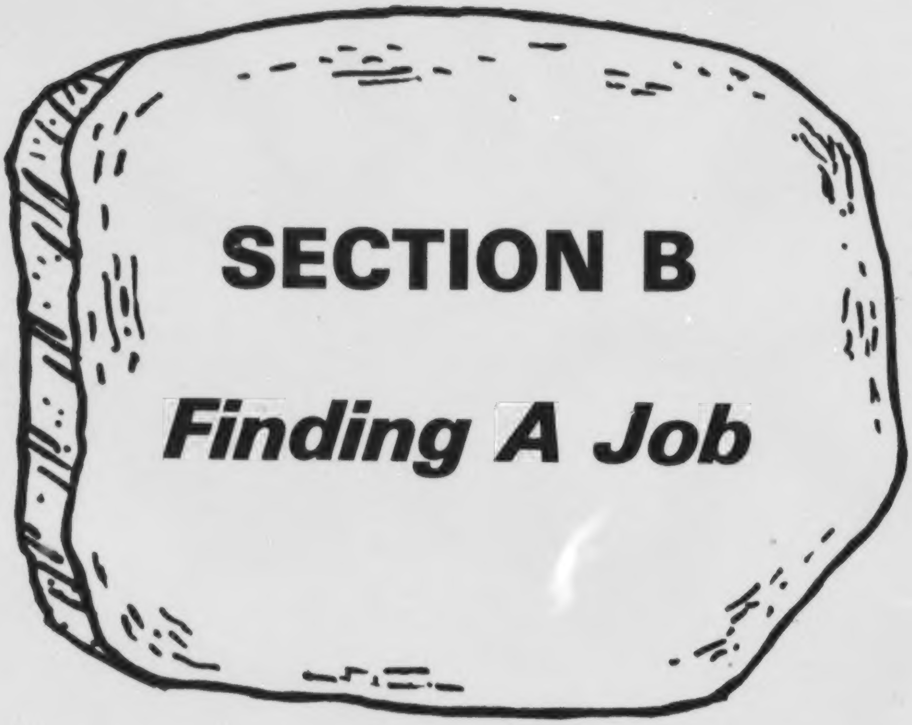
1. Your ____ are those things you do; be sure they are positive ones.
3. Some people like art; others like sports. These are called ____ .
6. Special skills and abilities are one's ____ .
9. A meeting between an employer and a prospective employee is an ____ .
11. Money earned is called ____ .
12. Tasks you can do easily use your ____ .
14. The boss is called your ____ .
17. Facts and figures about a job are called job ____ .
18. If you have done the same job before, you now have ____ .
19. Parts about the job that you would not like are ____ .
20. If you work 40 hours each week you work ____ .
21. What you can do now, or what you could do with training are called your ____ .
22. A one or two page summary of your history is your ____ .
23. If you have never worked before, you are said to be ____ .

DOWN

2. Saying how one should change one's actions is called ____ .
4. If you ____ the employer, you will think of him or her as a special person.
5. Helping others do something they cannot do is providing a ____ .
7. If you want ____ about a job, you should read books, talk to people, etc.
8. What you do when you are not working is called your ____ -time activities.
10. A form to fill out before you get a job is an ____ form.
13. Being able to keep from exploding when you are angry is called ____ .
15. Skills and abilities you do not have are your ____ .
16. If you are employed less than 35 hours, you are a ____ worker.
20. Sheets of paper which ask you for short answers, are ____ .

Abilities
Actions
Advantages
Application
Criticism
Disadvantages
Employer
Experience
Full-time
Forms
Inexperienced
Information
Interests
Interview
Leisure
Limitations
Part-time
Qualifications
Respect
Resumé
Self-control
Service
Skills
Wages





SECTION B

Finding A Job

ACTIVITY 3: NAMING JOB SOURCES

THINK ABOUT IT:

When you begin to look for a job, you will want to think of all the different places to go and the different ways to go about looking. Some ways are:

- Ask neighbors, friends, and relatives.
- Look in the "Help Wanted" ads of the newspapers.
- Ask at the State Job Service.
- Go from business to business and ask.
- Ask at the School Job Placement Center.

You may think of other ways. If you really want a job, start with these first. Getting a job takes hard work. Good Luck!

Zok says:
Cave man does not want to find a job. Would rather have job come to cave man.

OPTIONS:

A. *Wanted: One Small Job*

It seems as if finding a job would be easy, but often it is not. Jobs are out there. How to find one that is just right for you is another thing. Listen to the tape to find out some ways to find a job.

You will need:
- Tape #1
- Narrative #1 on pages 15-17
- Handout 3-A (Worksheet 7)

B. *Sir, Could You Please Tell Me*

Ask at least 10 people how they got the job they now have. List the different ways that they say. Which of the following ways was used the most?

Asked Neighbors, Friends, Relatives
Looked in "Help Wanted" Ads
Went to the Job Service
Went from Business to Business
Asked at CETA Office
Asked at the School Job Placement Center

C. *How Would Snoopy Find A Job?*

Draw cartoons to illustrate five ways to go about finding a job. Label each drawing. Put them on construction paper. Tack them on the bulletin board.

D. *Let Me Set The Scene For You*

Plan a skit which will show different ways for finding a job. Invite classmates to join with you. Plan the action very carefully. You may need to make signs or name tags. Ask two or three classmates (or even the whole class) to watch your presentation. Ask them to repeat back for you the ways you suggested to find a job.

E. *Let's List Places To Find A Job*

Handout 3-E (Worksheet 8) asks you to list specific people, places, newspapers, and addresses of those who could help you get a job. Think through each one carefully. List only your best choices.

F. *Let's Make A List Of Job Possibilities*

Find a friend who has not done this Option. Take a piece of paper. Together list all the businesses you know who hire people your age. These probably would be part-time jobs during the school year and part-time or full-time jobs in the summer. Think of all kinds of jobs. How many jobs can you list in 30 minutes? (Suggestions: fast-food services, greenhouses, nursing homes, golf courses, recreation departments, grocery stores, hotels, yardwork, etc.)

Josh: What's 4 + 6?
John: Ten.
Josh: Can't be. 5 + 5 is 10.

Dick: When is it bad to have a cat follow you?
Opal: When you're a mouse.

Handout 3-A **Activity 3: Naming Job Sources**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Listen to Tape #1, "Job Sources." Also read along with Narrative #1. Answer these questions. If you do not remember, listen to the tape again.

1. Name the three teenagers who were talking about getting a job.
   a. ____________________
   b. ____________________
   c. ____________________
2. Which person just found a job?
   ____
3. Name five different ways used to find that job:
   a. ____________________
   b. ____________________
   c. ____________________
   d. ____________________
   e. ____________________
4. Which one of the above ways worked?
   ____
5. What was the name of the place where she worked?
   ____
6. What was she going to buy first?
   ____
7. What would you buy with your first paycheck?
   ____
8. Which of the five ways above have you used to find a job?
   ____
9. Did any of the ways work? __________ Explain ____________________
   ____
10. Do you think the other two people in the tape wanted to work? ____________________
    Why do you say that? ____________________
    ____

Name ____________________

Date ______________ S.S.# ______________

DIRECTIONS: Five of the ways to go about finding a job are listed below. In the second column, write in names of people, businesses, newspapers, or addresses of people who might be able to help you find a job.

METHOD	WHAT TO DO
1. Ask neighbors, friends, or relatives.	Name 5 people you might ask if they know of a job for you. a. b. c. d. e.
2. Look in the "Help Wanted" Ads.	Name 2 newspapers who would have jobs for you. a. b.
3. Go to the Job Service.	What is the address?
4. Go from business to business.	Name 10 businesses who might have jobs for you. a. b. c. d. e. f. g. h. i. j.
5. Ask at the CETA office.	What is the address?

NARRATIVE #1
for Tape #1
To Be Used With Activity 3-A

NAMING JOB SOURCES

Paula: Pat, why are you standing here in front of Handy's Ice Cream Shop?

Pat: I've just been standing here taking in the sights. Hey! Eileen, where are you going?

Eileen: Say! I just want to tell you. I am in on a real deal! I am going to get a job. I am going to earn some money and I'm going to buy some things I want!

Paula: Seeing is believing!

Eileen: I am! You just wait and see!

Pat: And just how are you going to do that?

Eileen: I've been *through* all the steps for finding a job. But, I'm not going to tell you. No Sir! I'm not going to tell you! You would probably rush right in there yourself!

Pat: In where, Eileen?

Eileen: You'd go right in to Handy's Ice Cream Shop and say *you* wanted a job, too. Oh, no! I told you! I didn't want to say that! I've got to GO!

Paula: How do you suppose she got a job?

Pat: I don't have the slightest idea.

Paula: You know working at Handy's would really be sort of fun. You would get to see a lot of people, and you could make some money at the same time.

Pat: I wonder who told her about that job. They didn't tell me. I would have worked for them if they had asked me! That's not fair! They should tell *all* of us and not just a few.

Paula: Here she comes out now. Let's find out who told her.

Pat: Hey! Who was it that told you about that job? Nobody told me.

Eileen: I go to work tomorrow! How about that! But let me tell you, nobody told me about that job. I worked to get it!

Pat: I wouldn't think getting a job would be so hard.

Eileen: It was *hard* work! I didn't know you had to work to *get* a job. But it was really hard work, let me tell you. I guess I had to try five different ways before I finally got this job. But now that I have it, I don't want to lose it. It was too hard to get.

Paula: Oh, come on! You didn't go five different places looking for a job. That's too much.

Eileen: I didn't say I went to five different places. I said *five different ways.* And that's even worse.

(Go to next page)

Pat: Well, tell us! How did you work so hard to get the job?

Eileen: Well first, I asked all the people I knew, even my relatives, if they had any jobs or knew of any.

Paula: Yes, you do have to let people know you are looking.

Eileen: They weren't much help this time. They either didn't know of any jobs or I wasn't qualified for the ones they knew about. That was mostly it. They knew of several jobs, but I wasn't able to do them. That was because I don't have any experience of any kind, except babysitting.

Pat: I would have told them that I could do anything! I would have had any job the first day!

Paula: You might have had a job the *first* day but would you still have had it on the *second* day?

Eileen: So, then my dad told me to look in the newspaper help wanted ads. Now, that was hard work. So many jobs were listed, and it took such a long time.

Pat: Yeah! And I bet you didn't find a one!

Eileen: I found two jobs I thought I might be able to do. One was a babysitting job and the other was a job as a car hop. I thought about calling them but I was so busy that day and then, by the time I called, both jobs were filled. I guess you have to get to the jobs fast, and that isn't always easy.

Paula: How fast do you have to be?

Eileen: Oh, I should have called the same day the ad came out in the paper. Then you can't just look in the paper one day. You have to look every day.

Pat: Read the paper? Especially the ads! Now that is what I call real work.

Eileen: There's another way, too. Not very many kids know about this and I wouldn't tell you but since I have a job, I'll let you in. The State Job Service sometimes hears about openings, especially part-time jobs for the summer. I went down there and that was really work.

Pat: Then why did you go?

Eileen: Since I wanted a job so badly, I decided it was worth the effort. It isn't too bad after you get there and get signed up. The first time is always hard.

Paula: So, what did you do?

Eileen: I went down to the State Job Service on 15th Street. They had me fill out this card. All kinds of questions were asked. Then I had to talk to this guy. He asked me more questions. Then they looked through long boxes of jobs, but they didn't find any for me. I was to go back in a week, but now I won't have to do that.

Peter: ***What do you get when you cross a bird and a zero?***
Paul: ***A flying none.***

(Go to next page)

Pat: I'm not sure going to all that trouble is worth it! I would like a job if you weren't completely worn out after you got it. I'd like a job but I'd like it better if there was an easier way to get one.

Paula: You know, our school just organized a Job Placement Service. Not too many schools have them, I guess, and ours isn't going too well yet.

Pat: I didn't know the school would help you get a job.

Paula: Yes, they say that when the Job Placement Center gets going, it will be sort of like the State Job Service you were talking about, Eileen.

Pat: How's that?

Paula: People call in if they have jobs to be done and the kids go to the Center if they want a job. It works like one of those Computer Dating Services only it matches jobs with people.

Eileen: I went to the Job Center at school, too. That will really help kids a lot when it gets going better.

Paula: But how did you find your job? If none of these worked, how did you get it? I bet they called you and asked you.

Eileen: I used my head!

Pat: O.K., how did you do that?

Eileen: I knew that some kids only want to work in the summer and so when school started, a lot of kids would be quitting their jobs. So I thought about all the places I could work near home, and I thought about all the skills I have. Then I started going from one place to the next asking if they had any openings. Now that was the most work of all.

Paula: You really did work, didn't you?

Eileen: Yes, and each place I went I knew I really had to make a good impression. One manager was very cross! He said, "My business is so bad! I don't even need me some days!"

Pat: That would have done it! I wouldn't let anyone talk to me like that! I would have told him where to go!

Eileen: Did you say you wanted a job? I found you have to be your best person. I went to Handy's the very next stop. Someone had just quit. I was so lucky! All my work paid off! Now, I have a job! And I'm going to work tomorrow! I'm going to buy ten pairs of jeans and ten tops right away!

Paula: Oh no! Work so hard to get a job and then spend your money for those awful looking jeans and those tight tops! When I get my job, I'm going to buy my very own set of art pencils — now that's more sensible.

***Bill:* What is the best thing to put in a pie?**
***Ron:* Your teeth.**

George: I have an eye but can't see. What am I?
Doris: A needle.

June: What did the big chimney say to the little chimney?
Dot: You're too young to smoke.

Ken: What happened to the boy who ate the bullets?
Barbie: His hair grew into bangs!

FINDING A JOB

ACTIVITY 4: SEEKING JOB INFORMATION BY USING THE TELEPHONE

THINK ABOUT IT:

Some "Help Wanted" ads may ask you to call if you are interested in the job.

Other times you may want to call to see if a job has been filled. Or, you may call to ask for more information about the job.

Some steps to follow when answering an ad by telephone are these:

1. Ask for the person named in the ad.
2. Tell the person just why you are calling.
3. Answer carefully each question the employer asks. Be honest.
4. Ask questions you want to know about the job:
   - What is the address of the business?
   - What will be your hours?
   - How much does the job pay?
   - What work will you be doing?
5. Write down the address.
6. Write down the name of the person you are to see.
7. Find out when you should go there.

Zelda says:
Hello? Is this Stone Gully Greasy Spoon Cafe? That job . . .

OPTIONS:

A. *May I Speak To Mr. Jones, Please*

Choose a partner who has not done this Option. Also get the "Help Wanted" ads from a newspaper. One of you will be the person wanting a job. The other will be the manager. Practice making calls asking for information about the job. Use the steps listed above.

B. *I Say It's Rule 4*

On Handout 4-B (Worksheet 9) a call has been made to ask about a job. Match the rule above with what the person has said. Write that number on the line. Did Kelly get all the information needed?

C. *Show Us Number 3, Please*

Three ads are given below. With a classmate, practice making calls to find out more about each job. Follow the rules above. After you have done all three ads, your teacher will choose one for you to re-do for the class.

Wanted: Greenhouse helper. After school and on Saturdays. Call Joe at Barry's Nursery. 443-1117.

Nurse aide, needed to help with evening meal. Call Norma Annes before 3. Johnson Nursing Home, 760-2223.

Bus Person. Two evenings a week to begin. John's Fine Foods. Call 247-7337 and ask for Paul.

D. *Not That Way*

Look at this advertisement:

Part-time Stock Clerk for drug store. About 10 hours a week. Call Helen at 663-3693 for more information.

Do a skit to show the wrong way for answering the ad. Then show the right way by following the seven steps above.

E. *Hello, I'm Calling For Information, Please*

Ask a classmate who has not done this Option to join you. Make these calls to each other to gain experience for gathering information. Be sure you are polite and be sure to get all the necessary details.

- Invite a guest speaker to your class.
- Arrange for your class to tour a business.
- Make an appointment to interview an employer of McDonalds about qualities they want their employees to have.
- Make an appointment to video tape the baker.
- Ask the librarian about information for some job of your choice in one of these areas:

  Agriculture
  Business
  Health
  Home Economics
  Industry

F. *This Is Ann. I Saw The Ad!*

On Handout 4-F (Worksheet 10), a number of statements are made. They are very short statements made on the telephone by Ann who is asking for information. Help Ann to be a willing worker. Show her what some better statements would be.

Question: Name five things that contain milk.
Answer: That's easy. Ice cream, butter, cheese and two cows.

Handout 4-B **Activity 4: Seeking Job Information By Using The Telephone**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Look at the ad. Also look at the rules on page 19. Mark the number on the line by the statement which tells which **rule** is being used.

Wanted: Part-time Busperson. Must be able to work afternoons and one day on weekends. Call Assistant Manager, Mike Allen. Jim's Cafe, 777-6666 afternoons.

Voice: Jim's Cafe. May I help you?

a. ______ *Kelly:* May I speak to Mike Allen, please?

Mike: This is Mike speaking.

b. ______ *Kelly:* This is Kelly Jones. I'm calling about the part-time job for a busperson you advertised for in the *Dispatch.*

Mike: Oh yes. Are you in school?

c. ______ *Kelly:* Yes, I'm a student at Washington High School.

Mike: Have you worked before?

d. ______ *Kelly:* Only lawn jobs. But I need a job and I will work very hard.

Mike: Now, I need someone who will be on time and come every day. On this job you would work from 4:30 to 7:00 each day during the week and from 12:00 to 7:00 Saturdays. Could you work these hours?

e. ______ *Kelly:* Yes, those hours are fine. What would I be doing?

Mike: You would load the dirty dishes on a cart, clean the tables, and take the dishes to the dishwasher.

f. ______ *Kelly:* And what is the pay, please?

Mike: Minimum wage. Are you interested in the job?

Kelly: Yes, I am. May I come to see you about it?

Mike: Certainly, Kelly.

g. ______ *Kelly:* Just exactly where is the restaurant located and when shall I be there?

Mike: Ninth and Lincoln. Could you be here about 4:30 today?

h. ______ *Kelly:* Let me write that down. Mike Allen at Jim's Cafe.

Mike: That's right.

i. ______ *Kelly:* Ninth and Lincoln. Thank you. I'll be there.

Handout 4-F	**Activity 4: Seeking Job Information By Using The Telephone**

Name ____________________

Date ______________ S.S.# ______________

DIRECTIONS: Below are some statements Ann made when she was answering this ad. Help her make better statements to show she should be invited for an interview?

Wanted: Nurse Aide, for more information, call Bob Martin, 766-6677

1. This is Ann.
2. Do you have any openings?
3. I saw the ad.
4. I want a job.
5. Where are you?
6. I can't work full-time.
7. What's the pay?
8. No I can't come then.
9. I don't want to clean up messes!
10. You'd better give me the job!

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ACTIVITY 5: USING NEIGHBORS, FRIENDS, AND RELATIVES AS JOB SOURCES

THINK ABOUT IT:

When you start looking for a job, it is important to check out **all** different ways. Be sure you ask these people:

- —*Neighbors* go to other parts of the area and may hear of jobs.
- —*Friends* your age work in jobs where you could work, too.
- —*Relatives* often have odd-jobs that need to be done. Or, they may know of businesses who are hiring teen-agers.

Whenever you need a job, let many different people know you are looking. If they do not know of any job openings at that time, ask them to keep watching for you. And, of course, keep looking yourself.

Zeno says:
Some jobs may be right near cave, but you have to find them, too.

OPTIONS:

A. *Mary Jones Is The Manager At I.G.A.*

Neighbors, friends, and relatives work, too. They may be able to think of some job openings for you. On a sheet of paper, make 3 columns. Under each heading, list neighbors, friends, and relatives. Name only those who work no more than five miles from where you live. Then after each person's name, write where they work. Your sheet might look like this:

Neighbors	Friends	Relatives
Example: Mr. Smith — Grocery Store	Example: Bob — McDonalds	Example: Uncle Kurt — Lumber Yard

Then decide if there might be your kind of job there. Do you need a job at this time? If you do, start calling these people to let them know you want to work. They may be able to tell you who to call. Or, they may make other suggestions that will help you.

B. *You Mean, I Am Too Young To Do Dishes!*

Friends, neighbors, and relatives will tell you about jobs. You will want to find out more about some jobs. Others you could not have. Laws keep you from getting some jobs. Such laws say:

- —Those below the age of 18, cannot work around moving machinery.
- —14- and 15-year-olds cannot work after 7 p.m. or before 7 a.m.
- —14- and 15-year-olds cannot work more than 1 day on the week-end.
- —Those under 18 cannot work where alcoholic beverages are sold by the drink.
- —Working hours must be during a time when a student does not have scheduled classes.
- —Those under 18 cannot work near fire hazards.

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Get Handout 5-B (Worksheet 11). People have talked about a number of jobs. Which jobs are *not* for you if you are 14 or 15? If you are 16? If you are 19?

C. *Uncle Tim, I Need A Job*

Get a friend for this Option. Suppose that you want a job. You will want to let your friends, neighbors, and relatives know that you are looking for a job. Practice what you would say to them. Be sure you let them know why you want a job. Change places. You be the older friend or relative. Think of jobs which a young person might get. Again practice what you would say.

D. *My Sister, The Job Finder*

Make a poster. Have it tell teenagers to ask neighbors, friends, and relatives about job openings where they work. Use bright colors, pictures, and lettering. Be clever.

E. *Who Is The Best Teacher?*

On Handout 5-E (Worksheet 12), you are to fill in the blanks. When you have finished, you will have a secret message. All the sentences talk about ways to find a job by asking those around you. Use your common sense to figure out the right words to use.

F. *Once There Was A Teenager Who Wanted A Job*

Write a story about a teenager who found a job by asking his or her neighbors, friends, and relatives. Or, you could use the tape recorder. Decide how your story will go. Then tape it (or write it). Ask a friend and your teacher to listen to your story (or read it). Did you tell the story in the right order? Were your sentences said clearly? What should you do differently the next time?

Sid: So you flunked the history exam.
Joe: Sure, they kept asking questions about things
that happened before I was born.

Handout 5-B Activity 5: Using Neighbors, Friends, And Relatives As Job Sources

Name ______________________________

Date ________________ S.S.# ________________

Remember these laws:

- —Those below the age of 18, cannot work around moving machinery.
- —14-and 15-year-olds cannot work after 7 p.m. or before 7 a.m.
- —14- and 15-year-olds cannot work more than 1 day on the week-end.
- —Those under 18 cannot work where alcoholic beverages are sold by the drink.
- —Working hours must be during a time when a student does not have scheduled classes.
- —Those under 18 cannot work near fire hazards.

DIRECTIONS: Look at each possible job below:

If you have heard about this job:	Should you look further at this job if:		
	You are 14 or 15	You are 16	You are 19
a. Grocery Stock Clerk. Hours 10 p.m. to 5 a.m., five days a week.	Yes No Why not?	Yes No Why not?	Yes No Why not?
b. Pump Gas. 3 p.m. to 10 p.m. 3 days a week.	Yes No Why not?	Yes No Why not?	Yes No Why not?
c. Seller at McDonalds — 3 p.m. to 7 p.m. (Monday, Tuesday, Wednesday, Thursday.)	Yes No Why not?	Yes No Why not?	Yes No Why not?
d. Seller at McDonalds — 3 p.m. to 9 p.m. (Monday, Tuesday, Wednesday, Thursday.)	Yes No Why not?	Yes No Why not?	Yes No Why not?
e. Busperson at Country Club — 4 p.m. to 7 p.m. 3 days a week.	Yes No Why not?	Yes No Why not?	Yes No Why not?
f. Waiter/Waitress at the Family Cafe — Saturdays and Sundays 10 a.m. to 5 p.m.	Yes No Why not?	Yes No Why not?	Yes No Why not?
g. Washing dishes (dishwasher) Steak House. 4 p.m. to 7 p.m., week nights.	Yes No Why not?	Yes No Why not?	Yes No Why not?
h. Florist's delivery person — 4 p.m. to 6 p.m. Monday through Friday; all day Saturday.	Yes No Why not?	Yes No Why not?	Yes No Why not?
i. Grocery Carry-Out — 3 p.m. to 7 p.m. Monday, Wednesday, Friday, and Saturday.	Yes No Why not?	Yes No Why not?	Yes No Why not?

Handout 5-E **Activity 5: Using Neighbors, Friends, And Relatives As Job Sources**

Name ____________________

Date ______________ S.S.# ______________

DIRECTIONS: Fill the blanks with the correct word below.

part-time
work
explain
conditions
pay
money
neighborhood
references
windows
responsible

1. Aunts and uncles often know of jobs from people who live in their ___?___ . _ ☐ _ _ _ _ _ _ _ _ _ _
2. Instead of working full-time, your first job may turn out to be only ___?___ . _ _ _ _ - _ _ _ ☐
3. Sometimes your parents may hear of part-time jobs from people where they ___?___ . _ _ ☐ _
4. Relatives may hire you to mow lawns or wash ___?___ . _ ☐ _ _ _ _ _
5. It is important to do a good job when you first start working because the people you work for will become your ___?___ . _ _ _ _ _ _ _ _ ☐ _
6. If you want a job you have to ___?___ to friends and relatives exactly what kind of skills you have. _ ☐ _ _ _ _ _
7. In order to let people know you really want a job, you might offer to do a small job for them without ___?___ . ☐ _ _
8. To be hired again and again, you must show you are ___?___ . _ ☐ _ _ _ _ _ _ _ _ _
9. Sometimes on your first job you have to work under unpleasant ___?___ . ☐ _ _ _ _ _ _ _ _ _
10. But a real job has its advantages; it allows you to have your own ___?___ . _ _ ☐ _ _

Now take the letters from the boxes and place them here:

_ _ _ _ _ _ _ _ _ _

Unscramble the letters to finish out this wise old saying:

"_ _ _ _ _ _ _ _ _ _ is the best teacher."

FINDING A JOB

ACTIVITY 6: CHECKING "HELP WANTED" ADS

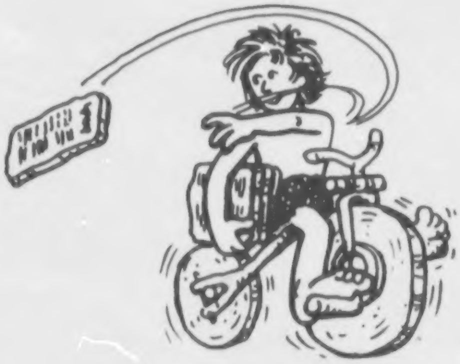
THINK ABOUT IT:

Look at these Help Wanted ads. Which job is for a manager of a restaurant?

1. GENERAL laundry help wanted. No experience necessary. Apply Denny's Cleaners, 119 N. Race, Urbana.

2. MANAGEMENT PERSON for fast growing seafood chain. Good salary and benefits. Equal opportunity employer. 345-6711.

3. MEDICAL SECRETARY to work in Champaign, experienced in dictation and insurance. Benefits include pension and paid health insurance. Write P. O. Box 955, Champaign, Ill. 61280.



Get your Stone Gully Slab with ads for all kinds of jobs!

Some jobs are just for teen-agers. But not all jobs are just right for all teen-agers. Which job would be best for you if you do not like to be around old people?

a. WE ARE NOW taking applications for LPN's, nurses aids, part time and full time positions. Apply in person, We Care Nursing Facility, Arcola, Ill. 268-3555.

b. BOYS OR GIRLS for Decatur Herald morning routes. Good earnings. Phone 235-1310.

You must read the Help Wanted ads carefully. Be sure you understand what each one says. It will save you time in the long run.

OPTIONS:

A. *A Job Where You Need A License*

Newspaper ads have very small print. Sometimes they are hard to understand. However, probably more people find jobs through newspaper ads than any other way. Try this Option. From a newspaper, find an ad for each of the ideas given on Handout 6-A (Worksheet 13).

You will need:
- Glue
- Scissors
- Newspaper "help wanted" ads
- Handout 6-A

B. *I Couldn't Work Where There Are Old People*

Some jobs are just for teen-agers. But all jobs are not just right for all teen-agers. Some jobs will be better for you than will others. If you do not like children, you would not want to work as a babysitter. If you have a breathing problem you would not want a job where it is dusty. Handout 6-B (Worksheet 14) gives you some choices to make. Decide which job would be best in each case.

C. *We Are Now Hiring LPN's. LPN's?*

Suppose that a number of people are out of work. Handout 6-C (Worksheet 15) is an Option which will help you learn about jobs which are best for different people. Match up workers with ads they should answer. Can you see how many jobs need people who have certain skills? Is there a job in the list for which you could apply?

D. *What Does "BKGRND" Mean?*

Some newspapers try to save space in their ad section. They leave letters out of words. These ads are very hard to read. Very often they are difficult to understand, too. Does your newspaper write ads with abbreviations? Some do, and some do not. But be ready. Handout 6-D (Worksheet 16) will help you with some ad abbreviations. Here is a start:

refs. = references
exp. = experienced
dept. = department
temp. = temporary

E. *May I Place An Ad, Please*

If you cannot find a job any other way, you can always put an "employment wanted" ad in the paper. It will cost you money, but it may help you find a job. Handout 6-E (Worksheet 17) will help you write an ad and figure the cost for it. Try it!

F. *Let Me Tell You About What This Worker Would Do*

Get the "Help Wanted" ads out of the newspaper. Find an ad that interests you. Write out in story form details as to what kind of worker the ad wants. You may add any details that are not given in the ad. For example:

> Dental Hygienist: Send letter of application, to Dr. Rita Johnson, P. O. Box 764, Almwood Illinois.

The story might go:

Dr. Rita Johnson is a dentist in Almwood, Illinois. She is a very busy dentist and does not have time to clean teeth, take and develop X-rays, and do other tasks that a dental hygienist can do. Dr. Johnson wants someone who has been trained as a dental hygienist to come join her staff. This dental hygienist would see the patients first. He or she would clean the patient's teeth, give fluoride treatments to children, and provide instruction as to the proper care of the teeth. The dental hygienist would then call in the dentist and point out problem areas in the mouth of the patient. If teeth were diseased in any way, the hygienist would give treatment, but only after the dentist had suggested what to do. The dentist and the hygienist would work together as a team.

Share your story with the class.

Chuck: What has two legs but can't walk?
Doris: A pair of pants.

Handout 6-A **Activity 6: Checking "Help Wanted" Ads**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: You are finding jobs for people. Cut an ad from the paper which shows each of the following ideas.

1. A job which requires a college degree.

(glue ad here)

2. A job which trains you while you work.

(glue ad here)

3. A job where you must have a car.

(glue ad here)

4. A job where you must work nights.

(glue ad here)

5. A job when you would be outside all the time.

(glue ad here)

6. A job where you would be inside all the time.

(glue ad here)

7. A job where you would work the hours you wanted.

(glue ad here)

8. A job where you would have a definite time schedule.

(glue ad here)

9. A job where you would work alone or with just one or two people.

(glue ad here)

10. A job where you would work with many people.

(glue ad here)

11. A job which requires a special license.

(glue ad here)

12. A job which requires much physical strength.

(glue ad here)

Handout 6-B **Activity 6: Checking "Help Wanted" Ads**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Some jobs are better than others for some people. Look at the ads below, which ad would be better for you if: (Remember, no job is ever only for males or females. All jobs are for all people).

	a.	b.
______ 1. You do not like to be around old people.	WE ARE NOW taking applications for LPN's, nurses aids, part time and full time positions. Apply in person, We Care Nursing Facility, Arcola, Ill. 268-3555.	BOYS OR GIRLS for Decatur Herald morning routes. Good earnings. Phone 235-1310.
______ 2. You do not have a car.	Delivery boys wanted. Must have own car. Call Marty's 234-2172.	AIDES AND ORDERLIES PART-TIME Urbana Americana Health Care Center 600 N. Color, U. 367-1191.
______ 3. You are just 15 years old.	PART-TIME bus-boy or bus-girl needed, 16 or older, call after 6 p.m. 352-8444	BUSPERSONS, part-time. Apply in person, Steve's Steak House, 1010 State Street.
______ 4. You would like to sell things.	WANTED: 2 representatives to replace 2 who didn't want to work. Sarah Coventry Jewelry, 586-2580.	HIGH SCHOOL or college student for house work, 2-4 hours per week. $2.00 an hour. Own transportation. Phone 234-9259.
______ 5. You really do not like messy things.	POSITIONS open for buspersons and dishwasher. Apply in person at Lamplighter, Philo Road, Urbana.	PART-TIME weekend help wanted in gift shop. Must be neat and dependable. Call 344-1079 for appointment.
______ 6. You are allergic to harsh soaps and hot water.	PARKLAND COLLEGE has a part-time afternoon janitor's aide position available immediately. 3:45 p.m.-6:45 p.m. Monday through Thursday. Contact the Personnel Office 351-2220. Parkland College is an affirmative action/equal opportunity employer.	DISHWASHER Wanted 344-4260 after 5.
______ 7. You really only have time on the week-ends to work.	HOSTESS wanted 5 day work week, Mon.-Fri. Attractive benefits, plus uniforms furnished. Call Wed. Oct. 6, 345-1620, ask for John Craig.	HOURS flexible with school schedule etc. Weeknight and weekends. Apply in person between 8 a.m. and 5 p.m., Sunday through Saturday. Village Inn Pizza Parlor, 1801 W. Springfield, Champaign.
______ 8. You just do not enjoy animals.	KENNEL HELP Afternoons. Call 367-1037.	WE NEED part-time afternoon help in bakery, deli, cashiers, and stock boys. Apply in person, Kirby IGA.

Handout 6-C **Activity 4: Checking "Help Wanted" Ads**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Look at each of the workers in the middle column. Match each worker with a job. Put the number of the ad on the line in front of the worker who should call about the job.

1 WAITRESSES, full and part time, apply in person 2-4 p.m. Wesley Towers, 1613 Charleston, Mattoon.

2 Now accepting applications for part-time and full. Waitresses, cooks, cocktail waitresses and bartenders. Good pay. Must be experienced. References required. Apply in person to Steve's Steak House, Charleston.

3 HAIRSTYLIST wanted full or part-time. Phone Linda's Beauty Salon, 345-7437, Charleston.

4 OFFICE MANAGER TRAINEE – steady employment with no lay offs. Receive full salary during the training period. Liberal fringe benefits and paid vacation. Must be a high school graduate, own a reliable automobile and be in good physical condition. Some experience in finance, retail or the sales field is preferred as you must be able to deal with the public. Apply in person at Mattoon Crown Finance Corporation, 1520 Broadway.

5 LET H & R BLOCK teach you to prepare income tax returns. 1820 Broadway, Mattoon, 234-2322.

6 MEDICAL SECRETARY to work in Champaign, experienced in dictation and insurance. Write P. O. Box 955, Champaign, Ill. 61280.

a. ______ Tax Specialist

b. ______ Bartender

c. ______ Pharmacist

d. ______ Automotive Parts Person

e. ______ Beautician

f. ______ Nurse's Aid

g. ______ Finance Manager

h. ______ Salesperson with Secretarial Skills

i. ______ Waitress

j. ______ Medical Secretary

k. ______ Dental Assistant

l. ______ Body Shop Worker

7 SECRETARY-SALESWOMAN. Mature woman to handle office procedure, secretarial functions & sales. Personable, sales personality preferred. Typing and office knowledge required. Hours 9-5 Tues. thru Sat. Salary based on experience. Reply Box 87, Journal Gazette. An equal opportunity employer.

8 EXPERIENCED BODYMAN & PAINTER. Starting salary $4.50 per hour & up for the right man. Ask for Tom Baker 217-342-3540.

9 WANTED dental assistant, in Charleston office, experience helpful but not necessary. Send resume % 905 Westgate Drive, Charleston, Ill. 61920.

10 WANTED
EXPERIENCED
PARTS-SERVICE MANAGER
Phone for an appointment. Mitchell Motors, Charleston. 345-4080.

11 STAFF PHARMACIST, 410 Bed General Hospital, Active IV, Admixture Program, Unit Dose System. 40 hour week. Apply in person to St. Mary's Hospital, 1800 E. Lake Shore Drive, Decatur, Ill. 217-429-2966.

12 WE ARE NOW taking applications for LPN's, nurses aids, part time & full time positions. Apply in person, We Care Nursing Facility, Arcola, Ill. 268-3555.

Could *you* apply for any of the job(s) above? ____________________

Handout 6-D **Activity 6: Checking "Help Wanted" Ads**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Read the ads. From the list of abbreviations below write the whole word on the line.

bkgrnd. = background
clk. = clerk
corp. = corporation
dept. = department
ed. = education
emp. = employment

exp. = experienced
ext. = extension
gd. = good
grad. = graduate
hrs. = hours
HS = high school

inexpd. = inexperienced
mech. = mechanic
nec. = necessary
op. = opportunities
perm. = permanent
refs. = references

req. = required
sal. = salary
tech. = technicians
temp. = temporary
wk. = week
wpm. = words per minute

WANTED Exp. clk. for grocery store. Ref. req. Phone 444-4440.

1. exp. ______________________________
2. clk. ______________________________
3. ref. ______________________________
4. req. ______________________________

Corp. needs HS grad. for secretarial work. Must type 50 wpm. Phone 770-3356 Ext. 43.

5. corp. ______________________________
6. HS ______________________________
7. grad. ______________________________
8. wpm. ______________________________
9. ext. ______________________________

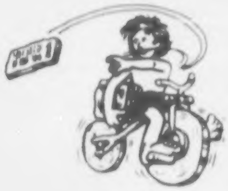
Dept. store has op. for perm. emp. Write to Box 44, giving exp. and ed. bkgrnd.

10. Dept. ______________________________
11. op. ______________________________
12. perm. ______________________________
13. emp. ______________________________
14. exp. ______________________________
15. ed. ______________________________
16. bkgrnd. ______________________________

Mech. needed. Exp. req. Call John at 776-4001. Hrs. and sal. open.

17. mech. ______________________________
18. Exp. ______________________________
19. req. ______________________________
20. hrs. ______________________________
21. sal. ______________________________

Handout 6-E **Activity 6: Checking "Help Wanted" Ads**



Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: An "Employment Wanted" ad has these four parts:

1. The kind of work you want.
2. When you can work.
3. Any other details that are important.
4. How the employer can reach you.

Use these four parts and write an ad for the following:

a. You want to work in a restaurant. Make up the information that is needed:

What kind of work you want. 1. ____________________

When you can work. 2. ____________________

Any other important details. 3. ____________________

How the employer can reach you. 4. ____________________

b. Which of the four parts was left out of this ad?

> PART TIME or full time taxi drivers. Must be over 21, clean shaven and clean cut. Apply in person.

5. ____________________

c. The cost for ads in one newspaper is figured on this scale: (Do not count as words the name, telephone number, or address of the person to contact.)

No. of Words	2 Days	3 Days	One Week
0-15 words	$ 5.10	$ 6.05	$ 7.90
16-20 words	6.50	7.75	10.12
21-25 words	7.90	9.45	12.40
26-30 words	9.30	11.15	14.68

How much will this ad cost for 2 days? There are 24 words that you count. So, 24 words for 2 days would be $7.90. Did you get that? Write it down.

> BACKHOE AND trenching Service. Field tile repaired and laid. Water and electrical lines trenched and installed. Licensed Septic Tank and Sewage Field installation. Evenings. ED EICH, Box 186, Hindsboro 346-2147

6. ____________

How much will this ad cost for 3 days?

> GUITAR LESSONS offered. Folk, Jazz, Finger-pick, Flat-pick. $3.00 half hour. Call Dick Northrop 345-9546.

7. ____________

How much will this ad cost for one week?

> LAWN MOWER, tractor and tiller repair, Branson Machine shop, 2521 Charleston, Mattoon, 235-1516

8. ____________

How much would the ad cost that you wrote above?

9. ____________

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Carla: What did the mother moth say to her son?
Donna: Don't forget to drink your silk.

Judge: Guilty or not guilty?
Jude: What else have you got?

Gertrude: What is lighter than a feather but 1,000 men can't pick it up?
Esther: A shadow.

ACTIVITY 7: KNOWING HOW THE JOB SERVICE CAN HELP YOU

THINK ABOUT IT:

Many people go to the State Job Service if they need a job. You may want to try there, too. Employers call in if they need workers. Workers stop by if they need jobs. The Job Service matches jobs with people.

If you go to the Job Service, here is what they may ask you to do:

- Fill out an application form.
- Talk to an interviewer.
- Take a test to find out your skills.
- Receive information about all kinds of jobs.
- Go to talk with another service (such as CETA).

NEXT!
STONE GULLY JOB SERVICE
Z Z Z Z Z

Zeno says:
Always look eager and interested when trying to find job at job service.

OPTIONS:

A. *Turn Left At The Bank*

The State Job Service helps people find jobs. Suppose you need a job. You want to find out if the Job Service might have one for you. But where is it? Look up the address in the phone book. It probably will be listed this way:

ILLINOIS STATE OF
Labor Department
Job Service
Employment Service
(Address) (Phone Number)

Find the address and phone number of your Job Service. Draw a map to show where it is from school. Or, write out directions how to get there from your school.

B. *This Form Is Different*

When you go to the Job Service, they will ask you to fill out an application form. Yes, another form! But this one is different — it is folded! The parts you see on Handout 7-B (Worksheet 18) are the parts you will be asked to fill out. Workers at the Job Service will fill out two other pages about you. After you have filled in the spaces, read it again. Be sure your answers are correct.

C. *May I Have Some Information, Please*

Visit the State Job Service near you. Find out the services they provide. Ask for some samples of forms they use. Find out what types of jobs are usually available for young people. Also find out what jobs are available at that time. Make a report to the class. Show the class the forms. Help them understand the different parts of each of the forms.

D. *Could You Come To Our Class Next Thursday?*

Plan this activity with your teacher. Ask someone from the State Job Service to come visit your class. Ask the worker to talk about what you would do to get a job there. Think of several questions to ask the Job Service guest. Have classmates think of questions, too. After the guest leaves, write a thank you note. Be sure it is written correctly. Be proud of a job well done.

E. *When You First Get To The Job Service, You Will . . . .*

Handout 7-E (Worksheet 19) is a puzzle asking questions about the State Job Service. Fill in the blanks with the correct words. Then put those words into the puzzle in their right places. Does the puzzle help you know what you may need to do at the Job Service?

F. *Let Me Draw You A Picture*

Make a poster telling about the Job Service. You may want to use one of these ideas:

- The services of the Job Service
- Location of the Job Service
- Things to do at the Job Service
- Do's and Don'ts at the Job Service

Ray: What did the hair say to the comb?
Jan: Stop teasing me!

Handout 7-B **Activity 7: Knowing How The Job Service Can Help You**

NEXT!
JOB SERVICE

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Below are the parts of an application form you will fill out when you go to the State Job Service. Practice filling out these correctly so you will know what to do when you really use the Service.

ANSWER ALL QUESTIONS LISTED BELOW. PLEASE PRINT. PRESS HARD

1 SOCIAL SECURITY NO (1-9)
2 MATCH REG 1 Match 2 Fed Use (10)
3 SUMMER YOUTH 1 Yes 2 No (11)
4 TC 2 (12)
5 CC 50 (13 14)
6 LAST NAME FIRST NAME MIDDLE INITIAL (15-28)
7 ADDRESS APT NO
8 TELEPHONE NO
7A CITY OR TOWN COUNTY STATE ZIP CODE
9 SEX 1 ☐ M 2 ☐ F (29)
10 BIRTH DATE Month Day Year (30 31, 32 33)
11 CIRCLE HIGHEST GRADE OF SCHOOL COMPLETED (34 35)

Grade School	High	College	BA	MA	PhD
0 1 2 3 4 5 6 7 8	9 10 11 12	13 14 15	16	17 18	19

11A HEIGHT Feet Inches
11B WEIGHT Pounds
12 LIST ANY SPECIAL SCHOOLING OR TRAINING YOU HAVE TAKEN, INCLUDING MILITARY
Name of School Course of Study Length Date Ended Degree

13 U.S. CITIZEN ☐ Yes ☐ No

14 MARITAL STATUS ☐ Single ☐ Married ☐ Divorced ☐ Separated

15 IF NEEDED FOR WORK DO YOU HAVE
☐ Driver's License
☐ Automobile ☐ Truck
☐ Occ. License ☐ Tools
☐ Transportation To Job

16 WOULD YOU MOVE OUT OF TOWN ☐ Yes ☐ No

17 IF YOU BELONG TO A UNION ENTER
Name ________________
Local No ________________

DO NOT WRITE BELOW THIS LINE.

18 EXP (Months) (36 37)
19 OCCUPATIONAL TITLE
20 DOT CODE (38-47) X

YEAR	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC

24 COUNTY CODE (48-50)
25 RACE ETHNIC 1 WNH 2 B 3 H 4 AIAN 5 API 6 NA (51)
26 WIN FMLY SIZE 0 Non WIN 1-9 WIN (52)
27 HANDICAPPED 0 No 1 Phy 2 MRTD 3 MRST (53)
29 VETERANS 0 Non Vet 1 Rec Sep 2 RSD 3 RSSD 4 Rec Sep Vietnam 5 RSVD 6 RSVSD 7 Other Vet 8 OVD 9 OVSD
Dates of Military Service From ______ To ______ (54)
30 OTHER VETS & ELIGIBLES 0 No 1 Spec Vet 2 Other Elig 3 Oth Viet Era (55)
31 ECON DISAD 1 Yes 2 No (56)
32 WELFARE 0 No 1 WIN Mandatory 2 WIN Voluntary 3 Other Welfare 5 WIN M U Fthr (57)
33 FS REG 0 No 1 HHld 2 Oth (58)
34 SEASONAL FARM WORKER MIGRANT 0 No 1 Farm Worker 2 Migrant Farm Worker 3 Migrant Food Proc (59)
35 REGISTRATION DATE Month Day Year (60-63)
36 EMPLOYMENT STATUS 1 Part Time 2 Full Time 3 Not Working 4 Job Attachment (64)
37 CLAIMANT 0 No 1 State 2 Other 3 Future Use 4 Future Use (65)
38 CETA PARTICIPANT 0 No 2 Financed Placement 3 Plac not Financed 4 Non Financial Agreement (66)
39 OFF NO (67-70)
40 STA DESK (71-74)
41 STATE USE (75-79)
42 FEDERAL USE 1 (80)

TRANSMITTAL

ES-511(W) R 9-78
STOCK # 4305

DESCRIBE YOUR LONGEST AND MOST IMPORTANT JOBS **BEGIN WITH YOUR MOST RECENT JOB**

NAME EMPLOYER OR BRANCH OF MILITARY SERVICE
ADDRESS
EMPLOYER'S BUSINESS
LENGTH OF JOB DATE ENDED PAY
NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT. MACHINES AND TOOLS USED
REASON FOR LEAVING

NAME EMPLOYER
ADDRESS
EMPLOYER'S BUSINESS
LENGTH OF JOB DATE ENDED PAY
NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT. MACHINES AND TOOLS USED
REASON FOR LEAVING

NAME EMPLOYER
ADDRESS
EMPLOYER'S BUSINESS
LENGTH OF JOB DATE ENDED PAY
NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT. MACHINES AND TOOLS USED
REASON FOR LEAVING

NAME EMPLOYER
ADDRESS
EMPLOYER'S BUSINESS
LENGTH OF JOB DATE ENDED PAY
NAME JOB AND DESCRIBE EXACTLY WHAT YOU DID AND HOW YOU DID IT. MACHINES AND TOOLS USED
REASON FOR LEAVING

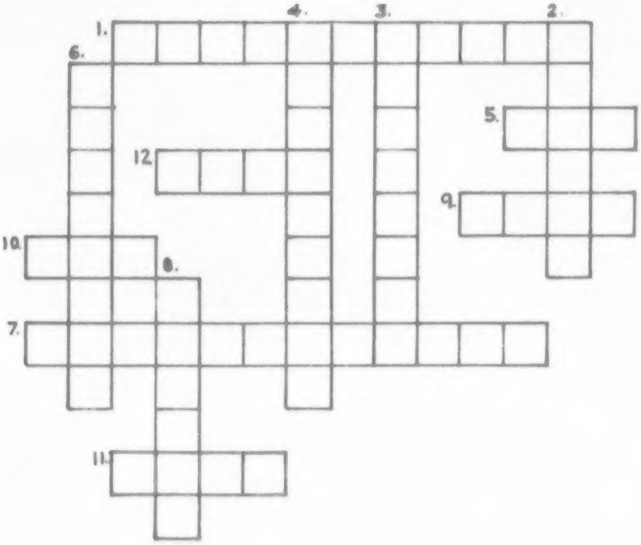
Handout 7-E **Activity 7: Knowing How The Job Service Can Help You**

NEXT!
Job Service

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Read the sentences and use the correct word from the list of words at the right. Then fill in the blanks in the puzzle with these words. The words should fit together if you have used the right words.



free
test
requirements
pay
neatly
job
duties
interview
call
application
employer
accurate

1. (across) When you first get to the Job Service you will have to fill out an __ __ __ __ __ __ __ __ __ __ __ form.
2. (down) This form must be written very carefully and __ __ __ __ __ __ .
3. (down) The information on this form must also be complete and __ __ __ __ __ __ __ __ .
4. (down) After you finish the form, you will then meet a person who will __ __ __ __ __ __ __ __ __ you.

   If there is a possible job for you, this interviewer will talk to you about the following things:
5. (across) the __ __ __ .
6. (down) about the __ __ p __ __ __ __ __ .
7. (across) the job __ __ q __ __ __ __ __ __ __ __ __ .
8. (down) the job d __ __ __ __ __ .
9. (across) The interviewer may also __ __ __ __ an employer on the telephone to make an appointment for you to have an interview for the job.
10. (across) You may need to go to another person for __ o __ counseling.
11. (across) The counselor may give you a __ __ __ __ to see what skills you have.
12. (across) When you go to the Job Service, you will not have to pay—their help will be a __ __ __ __ service.

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ACTIVITY 8: LOCATING THE SCHOOL JOB PLACEMENT CENTER

THINK ABOUT IT:

When you are searching for a job, do not forget to see if your school has a Job Placement Center. Employers call the school to say they have openings for teen-agers. Teen-agers go to the Placement Center to find jobs. Then the two are matched.

But, just because a job is available, and just because you want it, that does not mean the job is yours. You still must apply, be interviewed, and then be chosen from the others who apply.

The Job Center at your school is just one more place to check about jobs. If your school has one, use its services.

Zeb says:
The "grapevine" told me cave kids can go to school job placement center for jobs.

PLEASE NOTE: If your school does not have a Job Placement Center, do not go further. Find another activity.

OPTIONS:

A. *Would This Be A Good Time To Talk With You?*

The School Placement Center is a new idea. Only a few schools have such centers. If your school has a Job Placement Center, find out more about it. Go on a field trip — just you. Find out what the School Placement Center can do for you. Use Handout 8-A (Worksheet 20) as a guide. Think of two other questions you want to ask. Make them questions 9 and 10. Share your information with a classmate.

B. *What Questions Should We Ask?*

Plan this activity with your teacher. Find a time when the class can go visit the Job Placement Center at your school. Make all the necessary plans:

- —Ask your teacher for a couple of times the class could go.
- —Arrange with the Job Placement teacher as to the best time.
- —With your class, make a list of questions to ask.
- —Lead the group to the Job Placement Center.
- —Thank the tour guide.
- —Send your tour guide a thank you letter.

C. *The SJPC (School Job Placement Center) Is Easier To Find*

How is the School Job Placement Center like the State Job Placement Center? How are they different? On a piece of paper write these two headings.

Title: School Job Placement Center/State Job Service	
Ways they are alike	Ways they are different

List the ways they are alike. Then show how they are different. Which list is longer? Which one helps teen-agers most? Why do you say that?

D. *Once Upon A Time, Joey Needed A Job*

Write a story about someone who used the School Job Placement Center to find a job. Follow these steps for writing a story:

- Bring the characters into the action.
- Tell what problem the teen-ager faces.
- Build up the story so that readers will want to read on.
- Only use sentences which add to the story.
- End the story. (Does your person get the job?)
- Write one sentence to tell the readers what they should have learned. Begin by saying:

The moral of this story is ______________________________.

E. *This Is Channel 3 Newscene*

Go to your school Job Placement Center. Spend at least one-half hour there. Talk with the person in charge. Watch what other students do as they use the services of the center. Write a paragraph telling what you saw. Write it in the form of a news story that might be heard on the evening TV News. Be the evening anchor reporter and read your story about the Job Placement Center.

F. *You Will Find The Job Placement Center Near The . . .*

On Handout 8-F (Worksheet 21), you are to draw (or write) four pictures to describe the Job Placement Center here at school. Try to be as descriptive as you can. Share your completed Handout with a friend.

Pete: What do turtles give each other?
Mary: People-neck sweaters.

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Go to the School Job Placement Center. Interview the person there. Think of two other questions for which you want to find the answers. Write them as questions 9 and 10.

1. The room number of the School Placement Center is ____________________.
2. It is located near the ____________________.
3. The person in charge of the Placement Center today is ____________________.
4. What are three services the Job Placement gives?
   a.
   b.
   c.
5. How do employers let the school know they have job openings?
6. How do I let the Job Placement Center know that I am interested in getting a job?
7. What must I do to get a job through the Job Placement Center?
8. About how many jobs do you have open right now?

Think of two other questions for which you want to find the answers.

9.

10.

Tell one classmate what you found out about the Job Placement Center at your school. Have that person sign here:

____

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Handout 8-F **Activity 8: Locating The Job Placement Center At School**

Name ____________________

Date ______________ S.S.# ______________

DIRECTIONS: In each square draw a picture that tells what the Job Placement Center will do for you. Or, you may want to write a story in each square to tell steps to follow at the Job Placement Center when you go there to get a job.

The location of the School Job Placement Center:	At the School's Job Placement Center, the helper will:
Something else that will be done would be:	Then I will need to:

ACTIVITY 9: FINDING A JOB BY "POUNDING THE PAVEMENT"

THINK ABOUT IT:

Sometimes the best way to find a job is to take off down the street. Stop at each business along the way who hires teen-agers. Some places to stop would be:

- Fast food services
- Nursing homes
- Greenhouses
- Golf courses
- Hardware stores
- Restaurants where alcoholic beverages are not served
- Grocery stores

Think to yourself: "This looks like a good place for me to work. I think they need a person like me to work for them. I will just go and find out!"

Zok says:
Cave man take up club.
Cave man go to cave shops.
Cave man get job, you bet.
Cave man come home rich.

OPTIONS:

A. *Be Polite! Smile! Be Eager! Wow!*

Sometimes you look for a job and none is there. Then you may go from one business to the next. Ask them if they have any openings. Sometimes you may get a job this way. Look at the words and phrases below. Decide what each one has to do with finding a job by going from business to business. Write one sentence about each word or group of words. Tell what it has to do with getting a job by "pounding the pavement."

Moderate dress
Clean
Neat
Combed hair
Go alone
Take a pencil
Be polite

Smile
Be eager
Ask for the manager
Personal data sheet
Birth certificate
Ask good questions
Social Security number

Speak clearly
References
Confidence
Thank you
Ask to check back
Leave a card

B. *I Know I Can Beat You!*

These same ideas are presented in a puzzle on Handout 9-B (Worksheet 22). Find a friend who has not done this activity. Talk about the meanings of each word or group of words on the Handout. After you know the meanings of the words, have a race to see who can find all of them first. Be ready to talk with your teacher about the ideas found in the puzzle.

C. *Look Good When You Ask The Manager For A Job*

Many people go from business to business looking for jobs. Managers can tell much about workers after they talk to them. Plan this activity with your teacher. Talk to a manager from a fast food restaurant. Invite that person to talk to the class about "walk-in applicants." Ask the manager to talk about these ideas:

—What to wear.
—What to take.
—What to do.
—What to say.
—What questions to ask.

D. *How Do You Show Confidence When You Don't Have It?*

Look at these words:

Confident Polite Eager Grateful

Plan a skit around each word. Show this word in your actions as you go to a business and ask for a job. Sometimes you may want to show the opposite of the words first. Then show the better way next. Give your skits for the class. Then discuss with the class what each of the words means.

E. *Cross Out! Add! Change Words!*

On Handout 9-E (Worksheet 23), ten statements are made about looking for a job by going from one business to the next. But all of them are not true. Decide how the sentences should be changed to make them true.

F. *Did That Really Happen?*

Talk to people until you find an interesting story about someone who found a job by asking at a business. Either write the story or tell the class about what happened. What did the person do that was a good idea? What should he or she have done differently?

Pete: You don't even know that Columbus found America?
Linda: I didn't even know it was lost.

Handout 9-B **Activity 9: Finding A Job By "Pounding The Pavement"**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Find a friend who has not done this Option before. Have that person get Handout 9-B also. Talk with your friend about the words below. When you ask for a job, these words should tell about you:

CLEAN
NEAT
GO ALONE
PENCIL
POLITE

SMILE
EAGER
PERSONAL DATA SHEET
BIRTH CERTIFICATE
ASK GOOD QUESTIONS

SOCIAL SECURITY NUMBER
SPEAK CLEARLY
CHECK BACK
COMBED HAIR
MODERATE DRESS

REFERENCES
BE CONFIDENT
SEE THE MANAGER
THANKFUL

Now, find those words in the puzzle below. See who can circle all the words first. On your mark! Get set! Go!

```
S O C I A L S E C U R I T Y N U M B E R
M A L B B I R T H C E R T I F I C A T E
I C E A G E R E B E P O L I T E A T C F
L D A S K G O O D Q U E S T I O N S H E
E E N F G S T S E E T H E M A N A G E R
P E R S O N A L D A T A S H E E T O C E
E C A B E C O N F I D E N T N E A A K N
N I R I M O D E R A T E D R E S S L B C
C O M B E D H A I R O V E O M S S O A E
I L S S N O R T H A N K F U L Y E N C S
L S P E A K C L E A R L Y T E A L E K S
```

Paul: What has 18 legs and catches flies?
John: The Cincinnati Reds.

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Handout 9-E Activity 9: Finding A Job By "Pounding The Pavement"

Name ______________________

Date ____________ S.S.# ____________

DIRECTIONS: Look at the sentences below. The typist must have had trouble because none of the sentences are true. Cross out words. Add words. Make true statements of each sentence.

When you go from business to business looking for a job:

1. Wear dirty clothes and no shoes.
2. Do not comb your hair.
3. It is best to take several friends with you.
4. Be rowdy and do not smile.
5. Ask to see the janitor.
6. Be sure that you ask silly questions.
7. Do not take your birth certificate, personal data sheet, or your Social Security card.
8. Mumble under your breath, and do not look at the manager when you talk with him or her.
9. Do not ask to check back later to see if a job is available.
10. Leaving a 3 x 5 card with your name, address, and phone number is a silly way for the manager to to remember you.

Now, write 5 true sentences of your own. Tell some more things to remember when going from business to business to look for a job.

11.

12.

13.

14.

15.

ACTIVITY 10: USING THE SERVICES OF CETA (COMPREHENSIVE EMPLOYMENT AND TRAINING ACT)

THINK ABOUT IT:

What is CETA anyway?

Comprehensive
Employment and
Training
Act

But what is it? Money is given by the Federal Government to CETA. CETA then helps people who are out of work to find jobs. CETA sometimes pays for training people for jobs if these people need more skills. This training might be at a community college, or it might be on-the-job training.

CETA jobs are usually for short periods of time. The worker must try very hard to do a good job. If the worker does well, however, the employer may hire that worker permanently.

CETA workers will come to visit you on the job. They want to know if you are doing a good job.

CETA is a fairly new job source, one that you should not overlook.

CETA, you say?

*Zeno says:
Cave man needs to use all
job sources.*

OPTIONS:

A. *I Am Tom Rice, And I Work For CETA*

Plan this activity with your teacher. Have a worker from the CETA office nearest you come to class. Ask that person to talk to the class about how CETA can help you get jobs. What are the steps one must follow? Who can have CETA jobs? What kind of jobs will CETA find for you? Does it cost any money to get a CETA job?

B. *On Your Mark! Get Set! Go!*

Plan this activity with your teacher. Go as a group to the nearest CETA office. Talk with the workers there. Get to know about the different forms. Also go through the steps you might take to get to the CETA job. When you get back to school, on a city map show the route you took to get to the CETA office. Now show on the city map how you would go to get to the CETA office from your home.

C. *Yes Is Black; No Is White*

CETA is a fairly new program. Not everyone knows what it can do for people out of work. Look at these steps:

a. Go to the CETA office.
b. Fill out an application form.
c. CETA workers will decide if you qualify for a CETA job.
d. People at CETA will talk with you. They will tell you what skills you need in order to keep a job.
e. Then CETA will try to place you in a suitable job. Often only a few jobs are available.
f. An employer may train you on the job. You must:
    - Learn how to do the job well.
    - Go to work regularly.
    - Be at work on time.
g. If you are a good worker, the employer may hire you permanently.
h. Someone from the CETA office will visit you. They want to know if you are doing a good job.

On Handout 10-C (Worksheet 24), sentences tell about CETA. Some sentences are true. Some sentences are false. Answer the questions. Then find the hidden message.

D. *Shall I Write, Or Shall I Speak?*

Find out as much about CETA as you can. Talk to CETA workers. Read the pamphlets they give you. Look in the library for books and articles about CETA. Either write a report or tell the class what you find out. Have as much new information as you can find about CETA.

E. *We Now Take You To The Local CETA Office*

In Option 10-C above, steps are listed that one must follow when at the CETA office. Plan a skit with a friend. One of you will be a worker at the CETA office; the other will be a teen-ager wanting a job. Show each step. After you know how you will show each step, give the skit for the class. Be sure to check with your teacher first. You may need to make some signs so your audience will know who you are and what you are doing.

F. *These CETA Steps Are In A Mess!*

On Handout 10-F (Worksheet 25), the steps for you to follow to get a CETA job are given. But they are not listed as they should be. You are to put them in their right order. What step should be first? What should be second? What comes last?

You will need:
- Scissors
- Glue or tape
- Another sheet of paper

Larry: What is white, has one horn, and gives milk?
Gary: A dairy truck.

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Handout 10-C

Activity 10: Using The Services of CETA (Comprehensive Employment And Training Act)

CETA,
You say?

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Write "yes" before the statements which are true about CETA. Write "no" before the sentences which are not true.

______ 1. The letters "CETA" stand for Comprehensive Employment and Training Act.

______ 2. Even 12-year-olds can get a job through CETA.

______ 3. CETA helps people find jobs if they have been out of work.

______ 4. One thing CETA *never* does, is pay for training at a community college.

______ 5. When you go to CETA, you will need to fill out an application form.

______ 6. A CETA worker will then decide if you qualify for CETA help.

______ 7. Someone at CETA will talk to you. They will talk about what a good worker needs to do to keep a job.

______ 8. Some skills to learn about work are: learn to do the job well, go to work regularly, be on time.

______ 9. It is always easy for a CETA worker to find you a job.

______ 10. You may not have the skills needed for a job. Then the employer may train you on the job.

______ 11. CETA jobs are for short periods of time. The worker must try very hard to do a good job. Then the employer may hire that worker permanently.

______ 12. Once you have a job, you will never see CETA workers again.

______ 13. CETA may send you to a Community College or Trade School. Here you will learn skills to help you on the job.

______ 14. CETA is an old organization. It was started by Abraham Lincoln.

______ 15. Someone from the CETA office will come to visit you at work. They want to know if you are doing a good job.

DIRECTIONS: If the answer to the question is "yes", black that number in with your pencil. If the answer is "no," leave that square blank.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15

SECRET MESSAGE ______________

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Handout 10-F

Activity 10: Using The Services of CETA (Comprehensive Employment And Training Act)

CETA, you say?

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Below are steps you should follow when you use the CETA office. But they are all mixed up. Cut the sentences apart. Put them in the right order. Glue or tape them to another sheet of paper. Tape them back to this sheet. Hand in to your teacher.

Fill out an application form.

Go to the CETA office.

An employer may train you on-the-job.

If you are a good worker, the employer may hire you permanently.

CETA workers will decide if you qualify for a CETA job.

Someone from the CETA office will visit you; they want to know if you are doing a good job.

People at CETA will talk with you. They will tell you what skills you need in order to keep a job.

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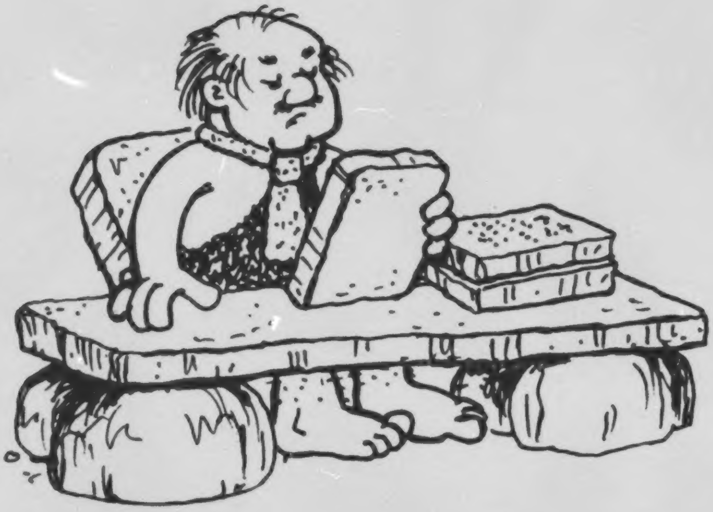
SECTION C

Job Details



ACTIVITY 11: FILING FOR A SOCIAL SECURITY NUMBER

THINK ABOUT IT:

Zelda says:
I write 777-34-9912 on everything to show it's mine.

Social Security is a kind of insurance. If you pay into it, at age 65 you will get a monthly check. The longer you pay in, the more money you will receive.

If a parent dies who has children under 18 years of age, Social Security may pay a monthly check. It will pay if a certain amount has been paid into Social Security.

If you are disabled, such as being in a wheelchair, you may receive a monthly check from Social Security.

In order to get benefits from Social Security, you must pay into it. You must have a Social Security number. If you have not applied for one before, now is the time to do so.

OPTIONS:

A. *Now, Where Is That Office?*

Look in the telephone book. Find out where your Social Security office is. Look in the phone book under:

United States Government
Health Education and Welfare Department
Social Security Administration

Write down the address and the phone number. Write to their office or call them. Ask for pamphlets which tell about the services of Social Security. Share your information with a friend and your teacher.

B. *Once In A Lifetime Number*

Before you go to get your Social Security number, take a look at the form you will fill out. Get Handout 11-B (Worksheet 26). This looks like the card you will fill out. Try it here. Have your teacher look at it for you. Then you will be ready to fill out your own card at the Social Security Office. Good Luck!

C. *I Have A Social Security Number!*

Everyone, sooner or later, must have a Social Security number. This number will go with you the rest of your life. It also becomes an identification number for you. To get a Social Security number, you will need to:

- —Go to the Social Security Office.
- —Take two pieces of identification with you:
  - (1) Your birth certificate, and
  - (2) One of these:
    - —School I.D.
    - —Driver's license.
    - —Clinic record.
    - —Report card.
- —You will fill out a form.
- —You will receive your card in the mail a few days later.

Carry this card with you. You will need to know your number from time to time. Show your card to your teacher when it arrives.

D. *Let Me Ask You This*

Talk to at least five adults. Find out from them how they feel about Social Security taxes. Ask such questions as:

- —When did you get your Social Security number?
- —Do you pay Social Security taxes?
- —How do you pay it?
- —How long have you paid Social Security tax?
- —What is that money used for?
- —Will you ever get your money back?
- —What do you think of the Social Secuirty tax? Why?

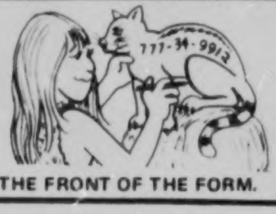
E. *You Say Some Handicapped People Get Social Security, Too?*

Do you know a young person who receives Social Security now because they are handicapped? Interview both a handicapped person and a retired person on Social Security. Find out for what Social Security will pay. Are there any differences in the benefits given to handicapped people and retired people on Social Security? Is the amount of money that the handicapped and the retired get enough to keep them going? What kind of handicaps will Social Security cover? Tell the rest of the class about what you learned.

F. *Would You Please Send Me Some Information*

Call the Social Security office. Ask for pamphlets and information. Get a poster board. Attach all the information to it. Label each item. You may want to divide the poster into two parts: one part might be Social Security information. The second half might be steps for getting a Social Security card. Make your poster attractive. Hang it in your classroom.

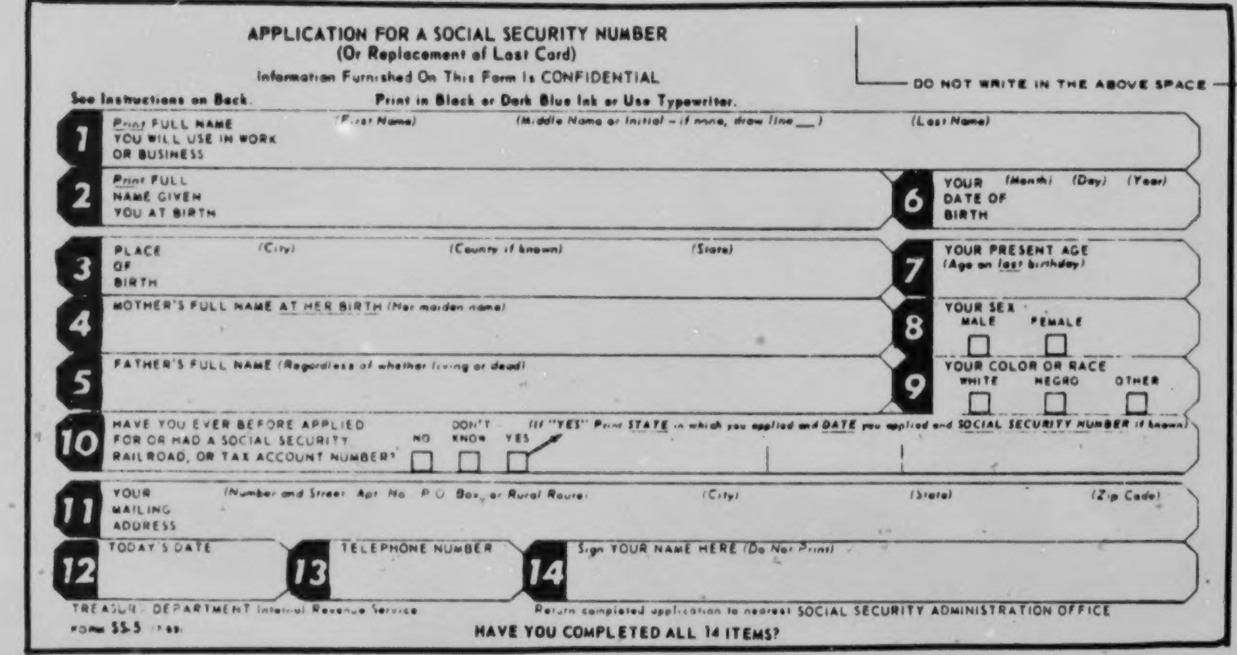
Handout 11-B   Activity 11: Filling Out A Social Security Application



Name ______________________________

Date ________________ S.S.# ________________

THIS IS THE FRONT OF THE FORM.



APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form Is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back.   Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

3 PLACE OF BIRTH (City) (County if known) (State)

7 YOUR PRESENT AGE (Age on last birthday)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

8 YOUR SEX MALE ☐ FEMALE ☐

5 FATHER'S FULL NAME (Regardless of whether living or dead)

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

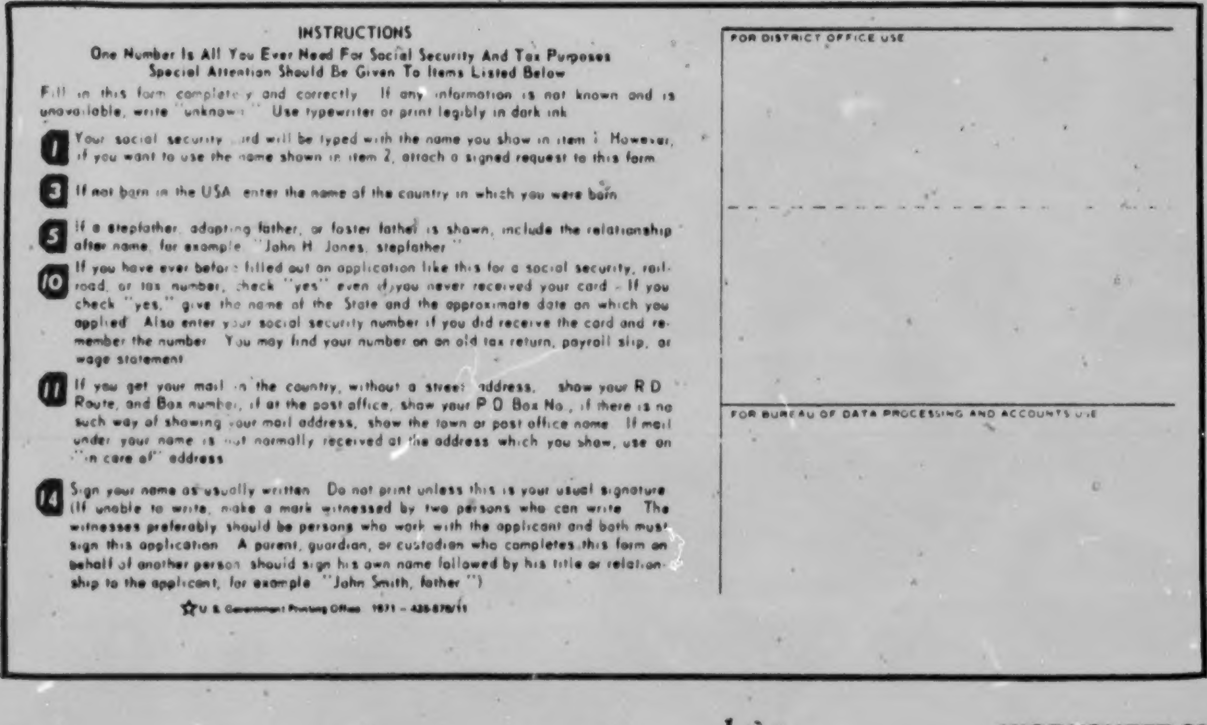
14 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service   Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

FORM SS-5 (7-69)

HAVE YOU COMPLETED ALL 14 ITEMS?

THIS IS THE BACK OF THE FORM.



INSTRUCTIONS

One Number Is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1 Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3 If not born in the USA, enter the name of the country in which you were born.

5 If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example: "John H. Jones, stepfather."

10 If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11 If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14 Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant, for example: "John Smith, father.")

☆ U.S. Government Printing Office: 1971 – 435-878/11

FOR DISTRICT OFFICE USE

FOR BUREAU OF DATA PROCESSING AND ACCOUNTS USE

Alice: Waiter, there's a fly in my soup.
Waiter: Don't worry. How much can a little fly drink anyway?

John: Why did Sue go out with her purse opened?
Jack: Because she expected a change in the weather.

Milly: You've got snew all over your skirt.
Janie: What's snew?
Milly: Oh, not much!

ACTIVITY 12: SEEKING PEOPLE TO SERVE AS REFERENCES

THINK ABOUT IT:

When you go to look for a job, the word "reference" is always coming up. References are people who are willing to tell an employer about you and your abilities. It is very important to ask people who like you to be your references.

References may be:

- Neighbors
- Adult friends
- Religous leaders
- Teachers
- Former employers (sometimes)

References cannot be:

- Relatives

Sometimes you need to list references in a hurry. It is wise to know ahead of time who you will list.

Zora says:
Zok not a good choice for reference. Tells too many lies about Zora.

OPTIONS:

A. *A Reference Is Someone Who . . . .*

Look up in the dictionary the word:

reference

You will find several definitions. Look for the one that has to do with getting a job. Write 3 sentences using the word reference. Be sure that your sentences show that you know the meaning of the word.

B. *Mrs. Hill, Would You Be A Reference For Me?*

When you go for a job, you will be asked for references. References are people who are willing to tell an employer about you and your skills. You want people who will say good things about you. Take Handout 12-B (Worksheet 27) home with you. Ask 4 people to be references for you. Be sure they will say good things about you.

C. *Everyone Likes Her And She Is A Hard Worker*

Find a classmate who has not done this Option. One of you will be the employer. The other one will be the reference. Employer, call the reference on the phone. Ask the reference about people in your class. Reference, *be sure you are honest.* Find the good things to say about your classmates. Ask questions about skills a worker should have.

D. *A Reference Names Your Good Qualities*

Make a poster which tells something about a reference. Some suggestions are:

A reference tells the truth about you.
A reference names your good qualities.
References may be adult friends, your priest or minister,
  neighbor, or teachers.
References may not be relatives.
Anything else you want to say about references.

Make the poster colorful. Put it on the bulletin board in your classroom.

E. *I Will Write Bill A Good Reference*

On Handout 12-E (Worksheet 28), a story is told about Bill. You are Bill's employer. Write a reference for him so that he will get the job. Talk about his good qualities. Read what you have written. Do you think he would get the job if you were the only reference? Why do you say that?

F. *Here's What I Would Say About Myself*

Write a reference for yourself. Think of a job you would like to have. Think of all your good qualities. Pretend you are an employer. Say only true things about yourself. Would you recommend yourself for that job you have in mind. Why do you say that?

Question: What is purple and weighs a ton?
Answer: A 2000 pound grape.

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Name ______________________

Date ____________ S.S.# ____________

DIRECTIONS: Take this sheet home with you. Ask 4 people to be references for you. Be sure they are people who would say nice things about you if an employer called them.

List the four below:

Name ______________________
Address ______________________
____
Phone ______________________

Name ______________________
Address ______________________
____
Phone ______________________

Name ______________________
Address ______________________
____
Phone ______________________

Name ______________________
Address ______________________
____
Phone ______________________

When completed hand to your teacher.

Handout 12-E

Activity 12: Seeking People To Serve As References

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Read the story below. You are the employer. Decide what you could write if you were asked to write a reference for this employee.

STORY: Bill is a cashier at Pay Less Supermarket. He has worked after school from 4 to 8, five days a week, for about two years. During that time he has stocked shelves, put out produce, sacked, and served as janitor. He has made many friends at work and customers think of him as being very friendly and helpful. Bill likes to go to work and the time seems to pass quickly while he is there. Now, Bill is out of school. He wants to apply for the Produce Manager in a nearby town. He's asked you for a reference.

Write a reference for Bill from what you learned about him above.

Bill has worked for me

I find Bill to be

I believe Bill's best qualities are

I feel Bill would make a good Produce Manager because

ACTIVITY 13: PUTTING TOGETHER PERSONAL INFORMATION

THINK ABOUT IT:

Each person has a history. But it is surprising how soon we forget dates, places, and even the activities we have done.

And then it happens. You need a job. One of the first questions they ask on an application is that you name the schools you have attended *and the years*. Your mind goes blank. It is very hard to remember these, especially when you are nervous anyway.

One good way to save time and to make it easier is to put all your history together once. Then you will have it to look at whenever you need it. When you go job hunting, tuck your personal data sheets under your arm and go! It gives you more confidence for filling out those forms.

Zora says:
Cave people get it all
together . . . information,
that is.

OPTIONS:

A. *Personal Information Cards For My Wallet*

It is hard to remember dates and addresses. Sometimes you need that information right now. Oh, how hard it is to remember! Why not make cards to put in your wallet? Then you will have the information when you need it. Look at Handout 13-A (Worksheet 29). Fill in each line. When you have finished, have your teacher check the information. Put the cards in your wallet.

B. *Let Me See, M-A-R-I-T-A-L*

Look at these words. You will need to know what they mean when you fill out forms. Use the dictionary to find their meanings.

marital
occupation
previous
references

military
achievement
supervision
position

spouse
organization
salary

C. *What Is A Personal Data Sheet Anyway?*

A personal data sheet tells other people about you. It tells other people about your experiences. It tells about your training. It tells an employer about your past. It helps you fill out forms. The tape and/or narrative gives you help with filling out your personal data sheet. You may have already done some of the parts. Get those Handouts (Worksheet 30a & 30b) to help you now.

You will need:
- Tape #2
- Narrative #2 on pages 65-68
- Cassette player
- Handout 13-C (2 pages of it)

D. *This One Is Altogether Different*

Look in the library, or in your classroom, for a sample of a personal data form. Make a copy of it. Fill it out with information about you. Look at Handout 13-C (Worksheet 30a & 30b). How is the form you copied like Handout 13-C? Are there questions on your form that should be on Handout 13-C? Add information that may be lacking on either one.

E. *Let's Compare Personal Data Sheets*

Find a friend who has already done Option 13-C, which is filling out a personal data sheet. Talk together about each other's work and education experience. Find out 3 things about each other that you did not know before. Then both of you together talk with your teacher about information on the personal data sheets.

F. *My Fellow Classmates! Today Is The Day!*

Prepare a campaign-type speech. Make a banner. Develop arguments why every person should fill out and keep a personal data sheet. Be forceful, and clever if you want to be. Make this a fun-type Option. Give the speech for your classmates.

Chris: If you had 75 cents in one pocket and $1.40 in
another pocket, what would you have?
Bill: Someone else's coat!

Handout 13-A **Activity 13: Putting Together Personal Information**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Write the answers carefully. Be very neat. You may have some of the information on other activity sheets.

Have your teacher look at your answers before you cut.

PERSONAL INFORMATION

Name ____________________

Address ____________________

____

Phone ____________ Birth ____________

Soc. Sec. No. ____________________

Height ____________ Weight ____________

Hair Color ____________________

Eye Color ____________________

CLOTHES SIZES

Pants ____________________

Shirt ____________________

Coat ____________________

Gloves small medium large

Shoes ____________________

Hat small medium large

Neck Size ____________________

Sleeve Length ____________________

INFORMATION ABOUT SCHOOL

1. Elementary School ____________________
   Address ____________________
   Dates Attended ________ Grades ________
2. Jr. H.S. ____________________
   Address ____________________
   Dates Attended ________ Grades ________
3. High School ____________________
   Address ____________________
   Dates Attended ________ Grades ________

JOB REFERENCES

1. Name ____________________
   Address ____________________
   Phone ____________________
2. Name ____________________
   Address ____________________
   Phone ____________________
3. Name ____________________
   Address ____________________
   Phone ____________________

Clyde: Why do cows wear cow bells?
Don: Because their horns don't work.

Fred: It's a good thing they named me Fred.
Sam: Why?
Fred: Because that's what everyone calls me.

George: Why is the river lazy?
Henry: Because it never gets out of it's bed.

Handout 13-C **Activity 13: Putting Together Personal Information**

Name

Date S.S.#

DIRECTIONS: Listen to Tape #2 and/or read Narrative #2. Roy and Beth will help you know what to do. This activity has 2 pages. Be sure you have both of them before you begin.
Listen to the tape now.

PERSONAL DATA

Information About Me

Complete Name
Address (number and street) Telephone Number
(city, state, zip) Social Security Number
Age Date of Birth Place of Birth
Height Color of Eyes
Weight Color of Hair
Health Marital Status
Were you in the Military?
Branch

Information About My Family

Spouse's Complete Name
Address (if different from yours)
Date of Birth Place of Birth

	Name	Date of Birth
Children		

My Parents:

Father's Name Home Phone
Home Address Occupation
Company
Mother's Name Home Phone
Home Address Occupation
Company

Handout 13-C **Activity 13: Putting Together Personal Information**

Name ______________________________

Date ______________ S.S.# ______________

Information About My Education

Grade School ______________________
Dates Attended ____________________
Grade Completed ___________________

Junior High School ________________
Dates Attended ____________________
Grade Completed ___________________

High School _______________________
Dates Attended ____________________
Grade Completed ___________________

College ___________________________
Dates Attended ____________________
Grade Completed ___________________

List Achievements and Organizations

____
____
____
____

My References (At least four persons who have known you at least one year. They should not be relatives.)

Name ______________ Phone ____________
Address ______________________________
Business & Position Held ______________

Name ______________ Phone ____________
Address ______________________________
Business & Position Held ______________

Name ______________ Phone ____________
Address ______________________________
Business & Position Held ______________

Name ______________ Phone ____________
Address ______________________________
Business & Position Held ______________

Record of My Previous Employment (List most recent employment first)

Date Employed	Name and Address of Company	Name of Supervisor	Kind of Work	Salary
From: To:				
From: To:				
From: To:				
From: To:				

NARRATIVE #2
for Tape #2
To Be Used With Activity 13-C

FILLING OUT A PERSONAL DATA SHEET

DIRECTIONS: *(bleep) At the signal, stop the tape and write in the information.

Roy: Hi Beth! How's that job?

Beth: Pretty good. I have much to learn, but I'm really trying my best. It's not so easy making doughnuts and all those goodies. Worst part of it is I'm going to look like a blimp if I don't watch out!

Roy: Say! I have a favor to ask. You know that personal data sheet you had to do?

Beth: Yes, I know what you mean!

Roy: How about helping me with mine? You said the Personal Data Sheet would help with applications. Well, they gave me an application at Pizza Hut yesterday. Now I must fill it out.

Beth: Don't worry about the application now. We'll do the Personal Data Sheet first. Then you will have all the answers in one place.

Roy: Good. But for some of these questions on the Personal Data Sheet I don't have the slightest idea what they mean. Like marital status. What's that?

Beth: I had to ask about that, too. And all applications ask *that* question. It's whether you are single, married, or divorced. Get the blank Personal Data Sheets, and I'll help you.

Roy: Oh, good!

Beth: It takes about an hour to do, but the best thing about it is, once you get the forms filled out, you can look at them and fill out about any application form and other forms as well.

Roy: Is that right?

Beth: Yes. It really makes filling out forms easier later on and it saves you time too!

Roy: I didn't know I would use my Personal Data Sheet again and again. And if it saves time later on, I guess I'm for that.

Beth: Do you have your sheets?

Roy: Just wait a minute. Don't rush me.* O.K. Let's go.

Beth: At the top of the sheet, it says, "Personal Data."

Roy: Yes?

Beth: Then it says, "Information About Me."

Roy: I see that.

(Go to next page)

Beth: First thing you have to do is write your complete name. That means all of it—first name—middle name—last name.

Roy: Now, since I go by Roy, should I put that?

Beth: I think I'd put "LeRoy" and then (Roy) in parentheses. That way the person who reads it will know you want to be called Roy.* Now your address.

Roy: Here?

Beth: Yes, but hey! Write that more neatly. You really ought to make a copy of this sheet and call this sheet a rough draft. Then use a clean sheet and copy it again, but this time write very neatly. If you can, type it, or have someone type a good copy for you.

Roy: I don't type that well. I will write as neatly as I can right now and then copy it later. O.K. What next?

Beth: Well, look right here! What does it say?

Roy: Address—number and street— and right below it, city, state and zip. Does that mean the whole address?

Beth: Yes. Be sure you have everything. And be careful there. I'm not sure I can read that one number.*

Roy: O.K.?

Beth: Now, the telephone number over here. The area code, if you know it, plus all 7 numbers. Put the area code in parentheses before the regular number. You must use that for long distance calls.*

Roy: I have that.

Beth: And your Social Security Number.

Roy: I just got that in the mail. It's right here in my billfold. I'm really glad I have my Social Security Card. I didn't know I'd need it this soon.

Beth: You ought to memorize that number, because you will use it all the rest of you life, I guess.

Roy: This Social Security Number you mean?

Beth: Yes! My brother is in college. He uses that number wherever he goes: to the library, to health services, everywhere. He has an ID card that has this number on it, too. O.K. Now, write out your whole Social Security Number and put in the dash marks, too.*

Roy: Age. I got that!* Date of birth — do they want the year, too?

Beth: Yes — the year, too.* And the place of birth means the town *and* state where you were born.*

Waiter:* *Shall I bring your dinner on the deck, sir?
Peter:* *No, just throw it overboard and save time.

Roy: Height? Weight?* O.K. Color of eyes, color of hair. Now that's dumb!

Beth: Some forms ask that! When I went for my driver's license, they asked me for that information. And I suppose some places where you need to be identified carefully, that's important. Like at the post office, or at a bank, or in some factories.

Roy: Yes, I suppose so.*

Beth: Now, health. You are to write here the *condition* of your health. If you are in perfect shape — I mean health-wise — with no problems, then write, "excellent," e-x-c-e-l-l-e-n-t. If you're not feeling too great, like you just had a broken arm taken out of a cast, or you had an operation, but if you were ready to find a job, you'd write "good." Most of us are in *excellent* health, of course.*

Roy: My health is failing fast with all these questions! But carry on!

Beth: Now, here is that marital status one we talked about before. The choices would be: single, married, divorced, or widowed. You'd write single since you aren't married or divorced, and I'm sure you aren't widowed which means your husband or wife is dead.*

Roy: What's this about the military?

Beth: Since you haven't been in the army, navy, or any branch of the services, write NA in capital letters. That stands for "Not Applicable," or if it helps you to remember, No Answer!*

Roy: Well, we have one part done! Guess it isn't so bad. *You* know what the answers should be. That helps!

Beth: Ready for the next section? "Information About Family?" O.K. Spouse's complete name. A spouse is your husband or wife. Roy, since you aren't married, you could write, "None." Or just draw a straight line in the space. You should put *something* there so they know you are answering the question.

Roy: I guess you don't want them to think you forgot and left the space blank.

Beth: That's right. Now, Jamie would write in her husband's full name — all 3 of his names. And she would write in his address because he doesn't live with her. He is in the army, you know. The date of birth and place of birth are for a husband or wife since they're asking questions about the "spouse."

Roy: I guess if I have "none" on the first line I don't have to write "none" on each line?

Beth: Right!* That went faster, didn't it!

Roy: Yes! I'm getting this done. Thanks a lot, Beth.

Beth: On we go! "My parents." Now, father's name. Just write in your father's whole name. And his address.*

Roy: Got that, and the phone number at home.* Do I have that on the right line?

Teacher:* *If I cut two apples and two pears in ten pieces what will I get?
Student:* *Fruit salad.

(Go to next page)

Beth: Yes.

Roy: Good. Occupation? Now, let me think. My dad does a lot of stuff at work. Guess I should put the one he does most. How's that?

Beth: That's great!* Now put the name of the company he works for there.*

Roy: Now, do I do the same thing for Mom?

Beth: Yes. If she works outside the home, write in her job title and the name of the company. If she works at home, write "homemaker." That's all one word. H-o-m-e-m-a-k-e-r. And the company? Just draw a line in the space there. Or, if either one isn't working, write, "Not Working" or "Unemployed."

Roy: O.K.*

Beth: Next section — we're really moving right along here. "Information About My Education." Write in the name of your grade school first.* Now the date attended means the years, *not* the months. So, if you went to school 4 years at your first grade school, you might write 1970-1974, or whatever it is. And if you left there in 4th grade you'd write that on the last line under "highest grade completed or degree earned."

Roy: I went to *four* grade schools. What do I do since there aren't that many lines?

Beth: I guess you'll have to write very small and write two schools on each line. O.K.?*

Roy: Now, is it the same for the others — junior high, high school, and college?

Beth: Just the same. Of course you haven't gone to college so draw a line there. Remember, you put something on each line.*

Roy: O.K.

Beth: Now, it says, "List Achievements and Organizations." For achievements, write down such activities as sports, music or any honors. List any awards you have received. For organizations, name any church, school or community groups you belong to.

Roy: I run the hurdles.

Beth: Write "track team" then. Any others?

Roy: I play the trumpet, sort of.

Beth: Write that down — school band. If you think of others you can add them.* I've got to leave pretty soon. My mom wants me home.

Roy: Just tell me quickly about these last two.

Beth: O.K. "Record of Previous Employment." They want to know about the jobs you've had. For date employed, just put the month and year — like June, 1976 to Aug., 1976.

Judy: ***Say, waiter, there's a button in my salad.***
Waiter: ***I suppose it fell off while the salad was dressing.***

(Go to next page)

Roy: I'll remember that.

Beth: The name of the company and the address. You may have to look in the phone book for the address. Your supervisor is your boss. Write his or her name in that space. "Kind of Work" means like dishwasher, busperson, yard attendant.*

Roy: O.K.

Beth: In salary, you write how much you were paid! Be sure to explain the salary as to length of time. For example: $3.00 an hour, or $80.00 a week.

Roy: I'll have to think about that some more.* It says to list my most recent job. I'll put in my summer job since that was my last job.*

Beth: And references. They say, four people who aren't relatives, but whom you've known at least a year. Think about your religious leader, your teachers, people you have worked with before. Be sure to write down people who like you and will say good things about you. You know, the company you want to work for may call these people and ask them about you.

Roy: I will have to think very carefully about who I want as my references.* Say, Beth! Thanks a lot! I don't know what I would have done without you. I'm sure I couldn't have gotten through all *that* by myself!

Beth: Glad to help! But I've got to go!

Roy: O.K. Thanks again! See you tomorrow!

Beth: So long.

Wilt: ***Why do you have that big hole in your umbrella?***
Milt: ***Oh, that's so I can look out and tell when it has stopped raining.***

Lauren: ***I banged the tar out of my knee in the dishroom today.***
John: ***I didn't know you had any tar in your knee. It's a good thing you banged it all out.***

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Elaine: What do you get when you cross a tiger with a watch dog?
Susan: A nervous mailman.

Molly: What does a doctor prescribe for a wrecked car?
Mack: A crash diet.

Marla: What did the judge say when the skunk came into the room?
Janet: Odor in the court!

NECESSARY DETAILS

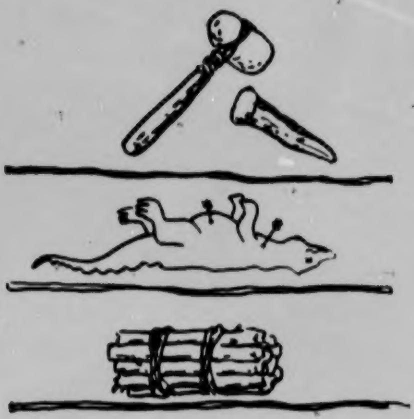
ACTIVITY 14: FILLING OUT AN APPLICATION FORM

THINK ABOUT IT:

Often the first thing you will be asked to do when you try to find a job, is to fill out an application. You can be sure that you will fill out many more applications than jobs you will receive.

Many times what a person says on the application will be the difference between the employer putting the application in the "yes" pile, or putting it in the "no" pile (the waste basket).

Many people are not able to fill out all parts of the application because they do not know what the questions mean. It is important to answer all questions on the form. Do some practice applications so you will be ready before you go for a real job and they say to you, "Would you please fill out the application form?"



Zora says:
Make picture word on each line to tell story of cave person's work history.

OPTIONS:

A. *References? I Read That "Referees"*

An application form may have many new words for you. You must know their meanings. It could be funny if you thought it meant one thing and then wrote something else. Let me explain. John thought that when they asked for "references" they meant "referees." So he wrote basketball referee, football referee, soccer referee, and a boxing referee. Mary thought when they asked for "previous address" they said "president's address." So she wrote, "White House, Washington, D.C." Handout 14-A (Worksheet 31) will help you with application words. Use the definitions on page 75 as your dictionary for this Option.

B. *That Is My Puzzle!*

Get a piece of graph paper or a grid. Look at the application word list. Take words from the list and make a word search puzzle. Decide how large your puzzle will be. Twenty letters across and 20 letters down probably will be large enough. Fit as many of the words together as you can. You may want to make copies and give them to your classmates. A word search puzzle is built in this way:

M E N D
A Y E T
P E W S

C. *Which One Should I Hire?*

Ask a friend who has not done this Option to join you. Together, look at the 3 applications. Discuss them. As owners of the business, who will you hire? Be sure to carefully think about each person. Which will be best for your business?

You will need:
- Game #2 (3 applications for employment)
- A friend who has not done this option
- Handout 14-C (Worksheet 32)

D. *Let's Do An Application Form Together*

Get what you need for this Option. The employer carefully looks at the application. Make yours neat and complete. Be sure the employer can read everything you say. Otherwise, it may be thrown in the waste basket.

You will need:
- Tape #3
- Narrative #3 on pages 79-82
- Cassette Player
- Handout 14-D (Worksheet 33a and Worksheet 33b)

E. *Both Of These Ask For References*

Go to two businesses and ask each one for an application form. Carefully look at them. Find all the ways they are alike. Then find all the ways they are different. Point out these ways to your teacher. How many ways were they alike? How many ways were they different?

F. *Filling Out Application Forms Takes Practice*

Go to two businesses and ask each one for an application form. Practice filling them out. Be sure to be neat and complete. If you have a Personal Data Sheet, that may help you. Or, if you have a resumé, use it. Application forms are very different. However, much of the information needed is the same. It is just on the paper in a different way.

Cecil: Why was it easier for Washington to throw the coin across the river?
Mary: Because money went further in those days.

Don: Why was the President so tired?
Jean: He was running for office!

Name ______________________________

Date ________________ S.S.# ________________

APPLICATION WORDS

DIRECTIONS: Use the application words sheet on page 75. Find the word that has the definition given in the second column. Write the word in the first column.

_ _ _ _ _ A _ _ _ _ _	1. Lasts a long time
_ P _ _ _ _ _	2. Husband or wife
_ _ P _ _ _ _ _ _ _ _ _	3. Person who watches workers
_ _ _ L _ _ _ _ _	4. Having a job
_ _ _ _ _ _ I _ _ _ _ _	5. The work you have done before
_ _ _ _ _ _ _ _/_ _ C _ _ _ _ _ _/_ _ _ _ _ _ _ _	6. Identification number
_ _ _ _ _ _/_ _ A _ _	7. City and state where you were born
_ _ _ _ _/ T _ _ _ _	8. Working less than 40 hours a week.
_ _ _ _ _/_ I _ _	9. Working 40 hours or more a week
_ _ _ _ _ _ _ _ _ _ O _	10. Job
_ _ _ _ _ _ _ _ N _ _	11. People who know you and can answer questions about you
_ _ _ _ _ _ _ _ _ _ W	12. Meeting with an employer to talk about a job
_ _ _ _ _ O _ _ _ _ _	13. For a short time
_ _ _ _ _ _ _ _ _ _/_ _ R _ _ _ _ _	14. Armed forces, such as army, etc.
_ _ _ _ _ _ D _ _ _ _ _	15. People you support
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ S	16. Experience or training for a job

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Handout 14-C **Activity 14: Filling Out An Application Form**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Take the three application forms from the envelope marked Game #2. They are numbered 1, 2, and 3. Each of these three people has made out an application for the job as busperson.

Look over each application carefully. You want to hire the person who will do the best job.

Be sure to discuss:	—Neatness	—Experience
	—Completeness	—References

1. Which person appears to be the neatest? ______________
2. Which person answered all the questions? ______________
3. Which person has experience working in a steak house? ______________
4. Which person has a skill which might help out with advertising? ______________
5. Which person has worked for an important person and so will probably know a lot of people which sometimes helps business? ______________
6. Which person has the most work experience of all kinds and appears to be an ambitious person? ______________

These are just a few items to think about:

Now—

7. Who will be the first one you will call in for an interview? John, Mark or Roberta? ______________
8. Why did you choose that person? ______________
9. Did both of you agree on the same person? ______________
10. Write a statement about each of these people as seen from the applications:

    John —

    Mark —

    Roberta —

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APPLICATION WORD LIST (TO BE USED WITH OPTIONS A AND B IN ACTIVITY 14)

address: street number, city and state where you live

arrested: caught by police for breaking a law

birthplace: city and state where you were born

citizen: born or is a legal resident of the U.S.

current: at this time, now

department: specific area or position of a job

dependents: people whose food, clothing and shelter you pay for

divorced: not married any more

education: the schools you have gone to

emergency: sudden happening that would need special attention or action

employed: having a job that pays money

experience: the jobs you have had

felony: a serious crime

female: girl or woman

full-time: working 40 hours or more a week

height: how tall you are

interview: a meeting with an employer to talk about a job

investigate: to look further at what was said

location: the place where something is

male: boy or man

married: having a husband or wife

military service: armed forces such as army, navy, marines, etc.

occupation: job

part-time: working less than 40 hours a week

past: before now

permanent: lasting more than a few weeks

permanent address: where you will live for a long time

physical disability: injury or weakness

position: a job or office held

present: now, at this time

previous: before now

qualifications: experience or training for a job

recent: last, just finished

recommendation: a letter that a person writes to help you get a job

references: people who know you and can answer questions about you

relatives: people in your family

salary: money you earn by the month or year

signature: your name written by you

single: never been married

social security number (soc. sec. no.): ID number

spouse: husband or wife

state of health: how your health is

supervisor: person who watches workers

temporary: for a short time

temporary address: where you live when you are not living at home

wage: money you earn by the hour

weight: how much you weigh

Handout 14-D

Activity 14: Filling Out An Application Form

Name ______________________

Date ______________ S.S.# ______________

APPLICATION FOR EMPLOYMENT

PLEASE PRINT CLEARLY AND SUPPLY ALL INFORMATION REQUESTED ON THIS FORM

PERSONAL

Name ______________________________ Soc. Sec. No. ______________

Present Address ______________________________ Phone No. ______________

Address Prior to Above ______________________________

Male ______ Female ______ Height ______ Ft. ______ Ins. ______ Weight ______ Lbs. Date of Birth ______________ Age ______

Father's Name ______________________________ Birthplace ______________

Mother's Name ______________________________ Birthplace ______________

Wife's or Husband's Name ______________________________ Birthplace ______________

Single ______ Married ______ Widowed ______ Separated ______ Divorced ______ No. of Children ______ Ages of Children ______________

Military Service of U.S.A. – Branch ______________ From ______________ To ______________ Rank ______________ Honorable Discharge ______________

Have you ever worked for this company before? ______ Division ______________ From ______________ To ______________

List names of relatives working for this company ______________________________

Do you have any physical defects or chronic ailments? ______ If Yes – Describe ______________________________

Have you ever been arrested (other than minor traffic violations)? No ( ) Yes ( ) If Yes – Explain ______________________________

____

EDUCATION

NAME AND LOCATION OF SCHOOL	YEARS ATTENDED		GRAD.	MAJOR COURSES	DEGREE
Grade School	From	To	Date		
High School					
College					
Other					

REFERENCES

Do Not List Former Employers Or Relatives

Name ______________________ Address ______________________ Phone No. ______________

Name ______________________ Address ______________________ Phone No. ______________

Name ______________________ Address ______________________ Phone No. ______________

Handout 14-D

Activity 14: Filling Out An Application Form

Name ______________________

Date ______________________ S.S.# ______________________

WORKSHEET 33b

Type Of Work Desired ______________________ Yrs. Experience __________ Special Skills Other Than Work Requested ______________________

EMPLOYMENT HISTORY

DATES				Name of firm or employer and complete address. Please begin with your present or last employer and work backward. Account for periods of unemployment Furnish complete record.	POSITIONS HELD AND DUTIES PERFORMED	WAGES REC.	REASON FOR LEAVING
FROM		TO					
Month	Year	Month	Year				

I understand and agree that any misrepresentation by me in this application will be sufficient cause for cancellation of this application and for separation from the company's service if I have been employed. I authorize the Company to investigate any of the above information. If employed, I agree to abide by all general and safety rules.

Interviewed By ______________________

Remarks: ______________________

____

____

____
Signature Of Applicant

____
Date

NARRATIVE #3
for Tape #3
To Be Used With Activity 14-D

JOB APPLICATION FORM

Job Application Forms are often very scarey. So many questions are asked. So much information is needed. Have you already completed the Personal Data Sheet? If you have, many of those questions will also be asked here. If you have a Personal Data Sheet, get it and have it ready.

Most employers will ask you to fill out an application form. They will keep it on file to look at, especially if they hire you. Be sure to answer all the questions. If a question does not apply to you, write "NA" in capital letters. That is the abbreviation for "Not Applicable." Or, you can draw a line above the line where the response goes. This shows that you really did read the question, but cannot respond because there is no answer for you.

Let's begin. I will tell you when you might not have an answer to one of the questions. One last instruction — fill out the form very neatly. The application is often the first idea an employer may have of you. If your application is not readable, the employer may say, "Ah hah! This person is sloppy; I don't want him or her in my business!" It might be wise to ask for two applications. Write out the answers on one and then recopy them on the other. Anyway, be very careful to write clearly and to spell correctly.

Whenever you hear this sound, * you are to stop the recorder and fill in that part of the form. Get your "Application for Employment" and your "Personal Data Sheet," if you filled it out.* Take your time and do a good job. First, look over the whole application and get in mind the questions they will be asking. Don't let it frighten you. We will go through each part step by step. Look over the application form now.*

Now, go back to the beginning of the form. Your *Name*. Now, that's easy. However, be sure to write your complete name — first, middle and last. Suppose your name is "Thomas" and you go by "Tom." What should you do? Yes, write Thomas and then in parentheses, write (Tom). Then the employer will know you like to be called by a nickname.*

See where it says (*S-O-C. S-E-C. N-O.*) on the right? What do you suppose that is? Can you guess? (Pause) Yes it is Social Security Number. Do you have your Social Security Number? Do you keep it in your wallet? Get it out if you do. Otherwise, leave that space completely blank. Fill it in after your Social Security card comes.*

Next line. *Present Address.* See the long line there. You will need to put your whole address on this one line. First, write your house number. Then write the street, the city, the state and the zip code. That's five parts. Can you get it all in?* Phone number means you are to write all 7 numbers.*

Address Prior to Above. Prior means "before." Where did you live before now? Again, you will need to put all five parts on this line. A little more room has been left this time.*

Jan: It's raining cats and dogs outside.
Jim: I know. I just stepped into a poodle.

(Go to next page)

Next line. There are 5 small lines here. Check in the space *after* male or female depending on which kind you are.* Then write after "height" how tall you are. You write the number of feet *before* the "Ft." and the number of inches before the word "inches."* Then you will write your weight in the space before the word "Lbs."* This whole section is difficult to understand. If you didn't get all five parts, back up the tape recorder and try again.*

Do you see *Date of Birth?* This means the month, day and year you were born. For example: January 25, 1964.* *Age* is how old you are right now as you fill out this form.*

Father's Name. Write his full name. If he is not living, write "deceased" following his name. (Spell) "d-e-c-e-a-s-e-d."* *Birthplace* refers to the city and state, not the hospital, where your father was born.* The same information is needed for your mother. Write her name and birthplace.*

Wife's or Husband's Name. Now this may be where you would write "NA" in capital letters. If this question does not apply to you, write NA, "Not Applicable." Maybe you can remember easier if you think "No Answer" — NA. O.K.?*

Single, Married, and So Forth. Often a heading given for this line is marital status. On this form it doesn't use that term. After "single" you could put a small check (✓) or an (X). Then go across the line to "No. of Children" and "Ages of Children." In my case I would write "4" for No. of Children and "17," "15," "13," "11" for "Ages" of my children. Your answer might be "NA" for both "No. of Children" and "Ages of Children."*

Military Service of U.S.A. "Branch" would mean army, navy, etc. "From" would be when you entered the Service and "To" would be date of discharge. "Rank" means Sergeant, PFC, etc., and in the space for "Honorable Discharge" you would reply with "Yes" or "No." Again you would probably write "NA" all the way across.*

Have You Ever Worked for This Company Before? Simply write "Yes" or "No." If your answer would be "Yes" then you would answer the rest of the line. "From" means date you began. "To" means the date you quit.* If you have never worked for the company, write "NA" as we've done before.*

List Names of Relatives Working for the Company. If you have relatives working there, be sure to list them. Suppose your father works there. You would write his name and then (father) in parentheses after his name. Or, if Aunt Susie works there, write her name and (aunt) in parentheses after it. O.K. Got that? If you don't have any relatives working there, write that favorite "NA" we've been using.*

Do You Have Any Physical Defects or Chronic Ailments? Do you have something really seriously wrong with your health or physical condition? Only answer this question "yes," if you have a handicap which would keep you from doing a good job. Employers want healthy people working for them. They want people who will be at work all the time. However, if you do have something wrong with you, do not hide it. Don't be a complainer, but also be very honest. If you answer, "yes," you will need to explain. If you have a heart condition or asthma, tell them that.*

***Mark:** Why did the boy take the ruler to bed?*
***Jack:** He wanted to see how long he slept.*

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(Go to next page)

Have You Ever Been Arrested? Again you will check "no" or "yes." If "yes" explain why you were arrested. Example: Shoplifting. You would not need to list minor traffic violations. Again, be very honest.*

Beginning with "Education" — here is where you will use your personal data sheet. Most of the information used there is the same as on this sheet. Write the name of each of your schools. Be careful to arrange the space if you have gone to several schools.

Grade School. Write the name of the School.* *From.* All you need here is the year you began, and *To* is the year you moved or finished there. *Grad.* is abbreviation for "graduated." In Grade School you probably didn't graduate. *Major Courses* is "NA" for grade school. And there is no *degree.**

Follow the same procedures for *Junior High School.* List the high school you are now attending. Put in the "from" space, the year you started high school. Leave the "college" and "other" columns blank since you haven't been there yet.*

References — Again, if you have your personal data sheet there, you can just copy off the information. You may use the same people. This application does not want you to use as references former employers (people you have worked for before) or relatives. Be sure to ask the people you list here if they would be references for you. That way you will know they will tell an employer good things about you. Write in very neatly these names. Give complete information. Good references might be your minister, a teacher who knows you well, or a friend who owns a business.*

Type of Work Desired. Tell what kind of work you want to do. For example: At the restaurant you might want to be a cook, a busperson, or a dishwasher. Or, you might want just any kind of work at the restaurant.*

Yrs. Experience means how many years have you done the kind of work you want to do.*

Special Skills Other than Work Requested. There they want you to list any special skills you might have. Maybe you are a good artist or a good sign maker. Or you may have an interest in plants. An employer might be more interested in hiring you if you had some other skill which could be used at his or her business. Tell what you can do, but don't oversell you special skills. If you should get a job you may be asked to use that skill. If you can't do what you said you could, it might be very embarrassing. You might even lose your job. Be sure to say what you can do as honestly as you know how.*

Employment History. You may not have worked before and so may not have a work history. But, list any jobs you've had, even the part-time ones. Lawn jobs, babysitting jobs, and all others should be included. Write the month and the year that you started work. Then add the month and the year you quit. For steady lawn jobs, it would be the summer months, maybe April 1979 to September 1979. In the next space after the dates, put the name of the person who hired you. Also put that person's complete address. List the positions held such as "babysitter" or "busperson."*

Lee: ***If the ruler of Russia used to be called the Czar, and his wife was the Czarina, what were his children called?***
Robbie: ***Czardines.***

(Go to next page)

Wages Rec. This is the amount of money you made each hour on the job, or your wages for a week, or a month on that job. On the first line you put amount, and on the second line where it says *Per* write the time you had to work for that amount. Example — $3.00 *Per* Hour or $10.00 *Per* Day or $100 *Per* Month.*

Reason for Leaving. Why did you quit? Did you get another job? Were you fired? Did you go back to school? etc.*

And that's all except for reading the small print below your work history where it says: "I understand and agree that any misrepresentation by me in this application will be sufficient cause for cancellation of this application and for separation from the company's service if I have been employed. I authorize the Company to investigate any of the above information. If employed, I agree to abide by all general and safety rules." That says a lot. It says:

(1) I have told the truth about everything.
(2) If I've lied, you may fire me.
(3) You can check out what I have said.
(4) If hired, I will go by the rules of the Company as well as all safety rules.

If you agree to these four things, then sign your full name on the *Signature of the Applicant* line. Then write the *date.** Leave the left-hand side of the blank for the Company to fill in.

That's that. It took quite a bit of time. Again, the first time through is always the hardest. Next time, when you go for a real job, you'll know what to do. Be sure to take your Personal Data Sheet with you. It makes filling out those forms easier.

Rosie: ***How did the magician turn the pumpkin into a vegetable?***
Francis: ***He threw it up in the air and it came down squash.***

Billy: ***Did you hear about the delicatessan owner that keeps band aids in the refrigerator?***
Willy: ***No, what for?***
Billy: ***For cold cuts.***

ACTIVITY 15: WRITING AN APPLICATION LETTER

THINK ABOUT IT:

Sometimes ads in the newspaper ask you to write and give them information about yourself. Look at these ads:

WANTED: Distributor for coin operated foods. Need own transportation. Part-time position. Write to Joe Copeland, Superior Products, 1212 Boston Ave., Almwood, Il 64444. Give age, education and work experience.

WANTED: Part-time help in drugstore. Sales, some stock work. After school and Saturdays. Write to Mr. Stan Morris, c/o Plath Avenue Drugstore, 716 Plath Ave., Almwood, Il 64444.

WANTED: Live-in mother's helper for family of 5. Write to Mae Beth Allen, 116 S. 10th, Almwood, Il 64444, giving age, experience and references.

In each ad, you are asked to send, in writing, such information. Do you know how to write a letter of application? Here are some Options to help you.

Zeno says:
Writing letter on stone takes time and patience if good impression is made.

OPTIONS:

A. *My Application Letter Must Be Something Special*

Employers place ads in newspapers to find workers. Often in the ad they ask for a letter of application. From these letters, they choose the people they want to interview. It is important that your application is well-written. You do not want it thrown away with the poor ones.

Suppose that an ad asks for a letter of application. Would you know how to write one? It should have the 8 parts listed in Option B. Get the letter on page 87. This letter is already written for you. Also get Handout 15-A (Worksheet 34). Find each of the 8 parts in the letter.

B. *Cut And Paste A Letter Of Application*

Look at Handout 15-B (Worksheet 35). All the 8 parts of a letter of application are given. But the parts are all mixed up. Cut out the parts and then glue them in the right order so that the letter sounds good. Use this order:

1. The job for which you are applying.
2. Where you saw the ad.
3. Education that will help you in the job.
4. Other jobs you have had.
5. References.
6. Other activities that will help you in the job.
7. Ask for an interview.
8. Your telephone number.

C. *This Letter Gives No References*

Find a sample of a letter of application. You might ask the typing teacher at your school if you can look at a typing book. A letter of application may be in it. Or, the librarian may be able to help you find one. Look to see if it has all the parts a letter of application should have. Rate the letter in this way:

ALL 8 parts = A
7 parts = B
6 parts = C
5 parts = D
LESS than 4 parts = F

Show your teacher the letter and show which parts are there. What parts are missing? If parts are missing, write out sentences to make it an "A" application letter.

D. *Be Sure To Include All 8 Parts*

To write a letter of application is not easy. It take practice. Try to write one by doing one step at a time. Get Handout 15-D (Worksheet 36). It will help you with each of the 8 parts. After you write out each of the parts, read the letter several times. Read only what *you* have written. Does it make sense? Make changes so the letter will sound better. Now, re-write the letter as if you were planning to mail it.

E. *Dear Dr. Katz*

Look at this ad:

> HELP WANTED: Someone to feed, and water the animals and walk the dogs twice a day. Send letter of application to TOBY KATZ, Veterinarian, P.O. Box 700, Almwood, Il 62222

Write a letter of application. Be sure it has all 8 parts. Re-write it in ink. Be very neat. Address an envelope. Fold the letter correctly. Hand it in to your teacher.

F. *That Isn't The Way To Spell That Word!*

Look at the letter of application on Handout 15-F (Worksheet 37). It is a terrible letter. You will find misspelled words, grammar errors, and even parts are missing. Read it carefully. Make all the corrections that should be made. Then re-copy the letter as it should be.

John: What can I give my hens so they will lay eggs faster?
Roger: Shell oil!

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Handout 15-A — Activity 15: Writing A Letter Of Application

Name ______________________________

Date ______________ S.S.# ______________

Look at this ad:

WANTED: A part-time salesperson in the teens department. Please send letter of application to Mr. Jerry Smith, Personnel Manager, Brown's Clothing Store, 322 W. State Street, Almwood, Il 64444.

You will need:

- The letter of application on page 87

DIRECTIONS: The letter on page 87 answers the ad above. A letter of application should have 8 parts. Does the letter have all 8 parts?

The letter must tell:	That part is found on:
1. The job for which you are applying.	Line ____________
2. Where you saw the ad.	Line ____________
3. Education that will help you in the job.	Line ____________
4. Other jobs you have had.	Line ____________
5. References.	Line ____________
6. Other activities that will help you in the job.	Line ____________
7. Ask for an interview.	Line ____________
8. Your telephone number.	Line ____________

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Handout 15-B Activity 15: Writing A Letter Of Application

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Listed below are parts of a letter of application. Cut on the dotted lines. Put the parts in the order given below. Check them. Glue them on a sheet of paper.

1. The job for which you are applying
2. Where you saw the ad
3. Education that will help you in the job
4. Other jobs you have had
5. References
6. Other activities that will help you in the job
7. Ask for an interview
8. Your telephone number

I would like to apply for the job as editor of the school newspaper.

Other jobs I have had have included mowing lawns, babysitting, and delivering newspapers.

1919 Elmwood Drive Greenwood, Il 66666 September 1, 1980	Sincerely, Martin Jones	Mrs. Martin, Advisor Greenwood High School Newspaper Greenwood High School Greenwood, Il 66666

I can be reached at 743-3434.

It was your ad in Tuesday's Greenwood High School News that interested me.

I have had courses in journalism and creative writing. Both of these courses I have enjoyed and have received good grades. These classes will help me very much as editor of the school newspaper.

You may call Mr. Murphy at the Times Courier Office, 447-7777, to discuss my reliability as a newspaper carrier. Or, you may talk with Mrs. Natalie Smith, here at the High School about my writing skills.

You may call me for an interview after 4 any day of the week.

One additional activity you may be interested to know about is that I have written a short story. It was accepted by a children's magazine and published in 1978. I have written several others but no others have been accepted.

(To be used with Activity 15 and Handout 15-A)

765 Dean Street
Almwood, Il 64444
September 17, 1979

Mr. Jerry Smith, Personnel Manager
Brown's Clothing Store
322 W. State Street
Almwood, Il 64444

Dear Mr. Smith:

I am applying for the part-time job in the teens department at Brown's Clothing Store that you advertised for in the *Free Press* on September 17.

Last summer I worked as a salesperson at Opal's Teen Time Shop, 2222 W. 7th Street. Mrs. Opal Scott was my boss there. The phone number is 776-3344. You may call her if you wish.

I am 18 years old and a senior at Oak Hill High School. I am taking a business course and have also had courses in clothing construction.

I also have some skills in sign making and drawing cartoons.

I am sure I would do a good job for you in your teens department. Many of the kids are my friends and would enjoy having me help them select clothes. I would really appreciate a personal interview. If you wish to call me, my number is 776-9988.

Thank you very much.

Sincerely,

Betty Baker

Betty Baker

Handout 15-D **Activity 15: Writing A Letter Of Application**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Write a letter of application for the job below. Use this form.

> WANTED: Part-time help in drugstore. Sales, some stock work. After school and Saturdays. Write to Mr. Stan Morris, c/o Plath Avenue Drugstore, 716 Plath Ave., Almwood, IL 64444.

______________________ (Your street address)
______________________ (City and State)
______________________ (Today's date)

(Employer's Name) ______________________
(Employer's St. Address) ______________________
(City and State) ______________________

Greeting ______________________

1. Job for which you are applying.
2. Where you saw the ad.
3. Education that might help you on the job.
4. Other jobs you have had.
5. References.
6. Activities that will help you on the job.
7. Ask for an interview.
8. Your phone number.

______________________ (Closing)

______________________ (Your name)

Handout 15-F **Activity 15: Writing A Letter Of Application**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at the letter of application below. It is in very bad form. Words are misspelled, the grammar is poor, and parts are missing. Change it until it is a good letter of application that has all 8 parts. Then re-copy it. Show your teacher both the Handout with the changes and the letter you re-copy. You may want to look at the sample letter on page 87.

701 Macon Streete
March, 1980

Mr. Robert Marsh
March Bruthers Hardware
1010 Maple Street

Dere Bob:

I am plying for the after school job at your stor. I saw the ad in teh *Times Courier* today

Much of my time during the last few sumners has been to help Ernest Ball on his farm. I know the names of tools and kno how to fix small injuns. You may call Mr. Ball at 447-7767 to ask about my skills.

I am 18 years old and a senior at Oak Hill High School, I am taking a mechanics course now and plan to take more courses at Lake View Community Collidge next Fall.

Would you please consider me for this position. I would do my best to do a good job fur you; I would reely appreeciat a personal interview. You may call me at 743-7697.

Thanx.

Sinseerly,

Jay Booth

Jay Booth

NECESSARY DETAILS

ACTIVITY 16: MAKING A RESUMÉ

THINK ABOUT IT:

A resumé is a one-or two-page history of your life. It tells an employer what he or she needs to know about your past. When you write your resumé, remember:

You Must Have:

- Name
- Address
- Telephone Number
- Education
- Interests, Hobbies
- Awards, Organizations

You May Give (but you are not required to):

- Height
- Weight
- Age
- Marital Status
- Sex
- Religion
- Place of Birth
- Nationality
- Condition of Your Health

Do Not Include:

- A Picture
- Reason for Changing Jobs
- Religious Organizations
- Salaries Received from Other Jobs

Have someone read your resumé and make suggestions. Type it (or have it typed) on a good clear typewriter. Reproduce it by the best possible method. If your resumé is sloppy, it will probably end up in the waste basket.

Z.J. says:
Bosses like resumés.
Tell much about worker on
one stone tablet.

OPTIONS:

A. *Now What Do You Mean By That?*

Find the meaning of these words that you may need for Activity 16.

- resumé
- reference
- salary
- marital status
- health status
- nationality
- accurate
- truthful
- religion

B. *Let Me See What A Resumé Looks Like*

Read again the rules that are given in the "Think About It." You will see that:

- —You *must have* some items.
- —You *should not have* other items.
- —You *may have* other information.

Now look at the resumé on Handout 16-B (Worksheet 38). This is only one type of resumé. Decide what information should stay in and which parts should go.

C. *Where Could I Find A Sample Of A Resumé?*

Find a sample of a resumé. You might check with the following people: ask the typing teacher for a text-book, ask your school librarian, talk with the guidance counselor, ask the vocational director, or go to the public library. When you find one, list the parts that it asks for. Answer these questions:

a. Is it easy to read?
b. Does it give the right information?
c. Would an employer be interested to find out more about the person?
d. What parts should be added? What parts should be taken away?

D. *Now I'll Do My Own Resumé*

On Handout 16-D (Worksheet 39), you will find a blank resumé. Fill it out for yourself. Be very honest. Let your teacher read what you have said. Add to it. Make changes. Have someone who is very good type up your resumé. Your Teacher may have several good clear copies made for you. You will give them to employers when you go look for a job.

E. *From The Resumé, This Person Looks Best To Me*

Look at the three resumés in Game #3. If you were the manager and the assistant manager, which person would you decide to interview? Which one would you throw away? Which one would you put aside? Talk to your teacher about your decisions.

You will need:
- —A friend who has not done this activity
- —Game #3

F. *Where Is the Word, "Supervisor?"*

A number of words used on resumés will be found on Handout 16-F (Worksheet 40). How long will it take you to find all 21 words? You might want to race with a friend. Do you know the meanings of all 21 words? Talk about each word with your friend.

***Fred:* What gets you into a haunted house?**
***Jean:* A skeleton key.**

Handout 16-B **Activity 16: Making A Resumé**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at the "Think About It" for Activity 16. Decide about each part of the resumé below. Some information you *must give* (leave it as it is). Some information you *may give* (circle this), and some information you *should not give* (cross this out).

SAMPLE RESUMÉ OF PAUL GRAY:

Personal Data:

Address: 1403 Seventh Street
Almwood, Il 62444
Telephone: (303) 633-2811
Age: 16 years

Marital Status: Single
Physical Condition: Good. No employment handicaps. Height-5'10"; Weight-220.
Job Objective: To serve as a helper and be a part of the team in a large restaurant, and to learn all parts of the restaurant business.

Education and Training:

Almwood High School	Attended 2 years
Almwood Junior High School	Attended 2 years
Mark Twain Elementary School Judson, Illinois	Attended 4 years
Carl Sandburg Elementary School	Attended 2 years

Work Experience:

Place of Employment:	Almwood Steak House 444 Lincoln Street Almwood, Il 66666	Times-Courier 606 Seventh Street Almwood, Il 66666
Dates of Employment:	9 months	2½ years
Job Title:	Busperson	Paper carrier
Duties:	Carted dirty dishes, wiped tables, took dishes to dish room	Delivered papers, collected from customers, turned money in to newspaper office
Supervisor:	Mrs. Norma Haddock	Mr. Donald Murphy

Awards, Licenses, Honors, and Organizations:

Paper carrier of the month
Art award-8th grade-Almwood Junior High School
Boy Scouts of America
Swim Club, Almwood High School
Band
Altar boy at St. Matthews Catholic Church

Interests and Hobbies:

Swimming, tennis, stamp collecting

References:

Mrs. Norma Haddock, Manager
Almwood Steak House
444 Lincoln Street
Almwood, Il 66666

Mrs. Lois Sponk
1010 Seventh Street
Almwood, Il 66666

Mr. Donald Murphy, Circulation
Times Courier
606 Seventh Street
Almwood, Il 66666

Mr. Jim Scooner, Boy Scout Master
1117 Oak Drive
Almwood, Il 66666

Handout 16-D **Activity 16: Making a Resumé**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Fill out the resumé for yourself. Be very sure to answer each question carefully. Have a friend read it. Make changes. Have your teacher read it. Make changes. Then have it typed by someone who types very well. Your teacher may want to have copies made for you. Give them to employers when you go for a job.

Resumé of:

____
(your name)

PERSONAL DATA:

Address:

Telephone:

Date of Birth:

Marital Status:

Physical Condition:

Job Objective:

EDUCATION AND TRAINING:

WORK EXPERIENCE:	Last Job	Job Before That
Place of Employment and Address:		
Dates of Employment:		
Job Title:		
Duties:		
Supervisor:		

Awards, Licenses, Honors, and Organizations:

Interests and Hobbies:

References:

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Handout 16-F **Activity 16: Making A Resume**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Below are parts of a resumé. Find each one in the Hidden Work Puzzle. Do you know the meaning of each word?

ADDRESS
AWARDS
DATE OF BIRTH
DUTIES
EDUCATION
HOBBIES
HONORS

INTERESTS
JOB OBJECTIVE
JOB TITLE
LICENSES
MARITAL STATUS
ORGANIZATIONS
PHYSICAL CONDITION

PLACE OF EMPLOYMENT
REFERENCES
RESUMÉ
SUPERVISOR
TELEPHONE
TRAINING
WORK EXPERIENCE

M	M	A	R	I	T	A	L	S	T	A	T	U	S	O	M	E	T	O	J	O	T
E	P	L	A	C	E	O	F	E	M	P	L	O	Y	M	E	N	T	R	O	R	R
D	R	E	W	A	L	R	E	F	E	R	E	N	C	E	S	P	O	E	B	R	A
U	A	D	A	T	E	O	F	B	I	R	T	H	D	U	T	I	E	S	T	R	I
C	H	R	R	A	P	H	Y	S	I	C	A	L	C	O	N	D	I	T	I	O	N
A	O	A	D	O	H	O	B	B	I	E	S	A	D	D	R	E	S	S	T	O	I
T	N	W	S	W	O	R	K	E	X	P	E	R	I	E	N	C	E	P	L	A	N
I	O	R	G	A	N	I	Z	A	T	I	O	N	S	R	E	S	U	M	E	N	G
O	R	I	N	T	E	R	E	S	T	S	U	P	E	R	V	I	S	O	R	O	T
N	S	J	O	B	O	B	J	E	C	T	I	V	E	L	I	C	E	N	S	E	S

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Mom: Can I cook breakfast in my pajamas?
Dad: Yes, but a frying pan is less messy.

Millie: Why did the man take a ladder to the party?
Evelyn: Because he heard the drinks were on the house.

Ken: Why should the soldiers be tired on the 1st of April?
Ben: Because they just had a March of 31 days.

NECESSARY DETAILS

ACTIVITY 17: PREPARING FOR THE JOB INTERVIEW

THINK ABOUT IT:

If you were the boss, what would you think about this person you are interviewing for the job as an orderly at your nursing home?

> Jim is tall and nice looking but today when he came for the interview, as usual, he had on dirty jeans, hair that was uncombed, dirt under his fingernails, and holes in his tennis shoes. He has a very pleasant way about him and is especially kind to old people.

Would you hire him? Remember, there are several things you should do when you go on a job interview. Look at the Options below for help. Be ready for your next job interview!

Zeno says: Cave scout should "be prepared" for job interview.

OPTIONS:

A. *Where, Oh Where, Is That Word?*

Look in the dictionary for the meaning of these words. Write one sentence about each word to tell about the job interview.

For example: neat – When you go to an interview, your hair and clothes should be very neat.

- neat
- clean
- application
- personal data sheet
- appointment
- receptionist
- questions
- early
- interview
- introduce
- smile
- patience
- answer
- job
- thanks

B. *Now What Do "Limes" Have To Do With A Job Interview?*

On Handout 17-B (Worksheet 41), some interview words have their letters scrambled. Try to sort out the letters to find words that have to do with a job interview.

C. *Here Is How To Get Ready For An Interview*

You must get ready to go for a job interview. The job interview is not easy. In fact, it may be scary. If you plan ahead, it will be much easier. And you nearly always have to have an interview before you get a job. On Handout 17-C (Worksheet 42), things are listed to do when you go for an interview. Three items are not true. Find those three items and change them so they will be true.

D. *Let Me Ask You This About The Job Interview*

Plan this activity with your teacher. Ask some personnel manager to come to class. Ask him or her to talk about the job interview. Find out:

—What kind of clothes should a person wear?
—What is the most important thing you look for in a worker at the interview?
—What are the steps I would take if I came to your office for a job interview?
—If two people have the same skills, how do you decide which person to hire?
—How important is the interview?
—How many people do you interview for each job?

Think of other questions to ask. Ask the speaker to interview some of the students. This will be good practice for you. It will help you get ready for the real interview.

E. *This Is The Wrong Way And This Is The Right Way*

Choose a friend. Plan a skit for the class. Show right and wrong things to do when you go for a job interview.

F. *Of Course You Would Do That At An Interview*

Handout 17-F (Worksheet 43), has a number of items about the job interview. Choose the best answer. Add two more things you should or should not do at a job interview.

Happy: Hello. Is this two, two, two, two?
Pappy: No, this is 22-22.
Happy: I'm sorry to have bothered you.
Pappy: Oh that's O.K. I had to get up to answer the phone anyway.

Handout 17-B **Activity 17: Preparing For The Job Interview**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Unscramble the letters to make words that have to do with the job interview. You will find these words listed below.

1. limes ____________
2. knsaht ____________
3. boj ________
4. tipaponetmn a__________________
5. leary ____________
6. ditnrecou __________________
7. nlcae ____________
8. sopelrna / taad / thees ________________________
9. tane____________
10. sitnoeqsu q_______________
11. riweitnve i________________________
12. wearns ____________
13. catpeine p____________
14. palnoitacpi a_______________
15. ttiieercpons r_______________

neat
application
personal data sheet
appointment
receptionist

questions
early
interview
introduce
smile

patience
answer
job
thanks
clean

Handout 17-C **Activity 17: Preparing For The Job Interview**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Three items in the list are things that you are *not* to do on a job interview. Can you find the 3? Write the numbers of the 3 that do not belong in the list at the bottom of the page. Then re-write each of the three sentences. Make them true statements.

1. Be sure you look neat and clean.
2. Wear clothes that are not too loud, and not too plain.
3. Take along your personal data sheet or your resumé to help you answer questions.
4. Be sure you want to work there before you go for the interview.
5. If you decide you do not want to work there, just don't show up for your appointment. They won't miss you.
6. Introduce yourself to the receptionist and tell why you are there.
7. Fill out the application neatly and completely if they give you one.
8. Wait patiently after you give the application to the receptionist.
9. Smile at the person who interviews you.
10. You can sit any way you wish while the interviewer talks to you. You can even put your feet on the desk.
11. Let the interviewer talk most of the time, but answer the questions with clear statements.
12. Convince the interviewer that you are the person for the job.
13. Let the interviewer end the discussion.
14. Thank the interviewer.
15. Tell the interviewer that he or she will be sorry if you are not hired.

The parts that do not belong are: (a) ______ (b) ______ (c) ______ These statements should read:

a.

b.

c.

Handout 17-F Activity 17: Preparing For The Job Interview

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Read each item. Write "Do" on the line before it if you would do that at a job interview. Write "Don't" if you should not. Write two more items. Answer each one as something you should or should *not* do at a job interview.

1. Check the mirror before you go to the interview to see that you have:
______ The latest and brightest clothes you can find.
______ Clothes that are neither too plain nor too "mod".

2. Be sure you have:
______ Clean hands and fingernails.
______ Money in your pocket to jingle.

3. Plan to:
______ Take three or four friends with you.
______ Be ten minutes early.

4. When you arrive where the interview will be:
______ Go in quietly and sit alone so no one will notice you.
______ Introduce yourself to the receptionist and tell her why you are there.

5. If you are given an application form:
______ Answer as many questions as you can from memory, but don't look at your personal data sheet or resumé. That would be cheating.
______ Answer the questions completely and use the personal inventory.

6. When you finish with the application:
______ Hide the application under your coat.
______ Give the application back to the person who gave it to you.

7. When the interviewer calls you in:
______ You should smile and introduce yourself.
______ Excuse yourself and go to the restroom.

8. Sit near the interviewer in a:
______ Stiff, straight position.
______ Comfortable, straight position.

9. Look at the interviewer:
______ To show the interviewer you are interested in what is being said.
______ To see if the interviewer is honest.

10. Let the interviewer be in charge and ask the questions:
______ Because the interviewer is smarter than you are.
______ Because the interviewer wants to find out what kind of a worker you are.

11. The interviewer will ask you questions such as:
______ What training have you had for this job?
______ How much money will you save each month?

12. You should be sure to let the interviewer know:
______ All the bad things about your last job.
______ Why you are a good person for this job.

13. When the interviewer ends the interview:
______ Thank the person courteously and ask when you will hear the decision.
______ Tell the person you want to know now if you got the job or you won't take it.

14.
______
______

15.
______
______

Lee: What's your big hurry?
Rob: I'm trying to keep two guys from fighting.
Lee: What two guys?
Rob: Me and my big brother.

Jim: My feet are so cold!
Kim: Well, silly put them under the covers.
Jim: I should say not! I don't want those cold things in bed with me.

April: What's the difference between a flea and a camel?
Marty: A flea can sit on a camel but have you ever seen a camel sit on a flea?

ACTIVITY 18: LEARNING ABOUT TAX EXEMPTIONS

THINK ABOUT IT:

When you go to work, the employer will ask you to fill out a Tax Withholding Certificate. This tells the employer how much money to take out of your check each month.

Then at the end of the year, you will get a W-2 form from the employer. This tells you and the government how much tax you have already paid. You will then use a chart to see if you have not paid enough tax or have paid too much. If you have not paid enough, you must pay more. If you have paid too much, you will get a refund.

It is important to know what Tax Withholding Certificates are all about. It is also important to know how to fill them out correctly. Here is your chance to learn.

Zok says:
When it comes to tax time,
I wish I had 20 exemptions!

OPTIONS:

A. *Exempt . . . Exemption — What does That Mean?*

Look at the word "exemption" in the dictionary. Find out what it means in relation to taxes. Talk to people, too. Write five good sentences using the word correctly. Have your sentences tell:

- —Who tax exemptions might be.
- —What money you save because of an exemption.
- —What it means to have 2 exemptions.
- —Times when you claim an exemption.

Include any other ideas you may have. Show that you know the meaning of the word.

B. *How Many Exemptions Do You Claim?*

Sometimes it may be best for you to claim fewer exemption than you really have. If you have one exemption you can claim "O" and it is legal. Find out by asking people why they would want to do this, and the times you should. Write a paper or make a report to the class. Give examples of what you found out from others.

C. *Can You Read Federal And State Forms?*

These are words you will see on the W-4 form. Find their meanings. Make a sentence with each one.

Withholding
Spouse
Allowance
Dependent
Permanent
Exemption
Entitled
Determine
Deductions

D. *Now, Take A Look At A W-4 Form*

Look at Handout 18-D (Worksheet 44). On it is a W-4 Federal Withholding form. When you go to work you will be asked to fill out one of these forms. Be sure you understand what you are doing before you fill it out. The amount of taxes taken out of your check depends upon this form. You do not want to come to the end of the year and find you have to pay a lot more money in taxes. Look at the form. Read it carefully. That small print is hard to read.

E. *Off I Go On A Research Project*

Do a research project. Ask five different businesses for a copy of the W-4 tax exemption form that they have new employees fill out. Find out if all of the businesses use the same form. Are they the same or different from the one on Handout 18-D? If they are different, what parts are the same? What parts are different? Fill out the forms as if you were the following people:

- —Your own parent or guardian.
- —Virginia Barger; married; both under 65.
- —Uncle Joe Bower; aged 63; married to Aunt Vi, age 65.
- —William D. Johnson; married; 4 children.
- —Alice Blair; single; blind; age 65.

F. *Scene 3, Take 2, Action!*

Find out all about tax exemptions. Look at tax forms, tax withholding certificates, and other tax information. Plan a skit with a friend. Your friend will be the new employee and you will be the manager. Set the desk and chairs to look like the manager's office. Write out questions the new employee will ask and the answers you will give. Explain what tax exemptions are and why they are paid. Practice the skit before you give it for the class. Be sure you have correct information and are able to explain all about tax exemptions.

Bo: Does your umbrella leak like this all the time?
Jo: No, not really. Just when it rains.

Handout 18-D **Activity 18: Learning About Tax Exemptions**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Look at the W-4 Tax Withholding form below. Read it carefully. Can you figure it out. If you have problems, ask a friend to help you. Decide how many exemptions you should write down. Fill out the form neatly and correctly.

Form **W-4**
(Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(Use for Wages Paid After December 31, 1978)

This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

Type or print your full name	Your social security number
Home address (number and street or rural route) City or town, State, and ZIP code	Marital Status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate **Note:** *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming . . . . ______

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $______

3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . ______

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Signature ▶.. Date ▶.., 19.........

Henry: What kind of suit costs hundreds of dollars but you can't wear it?
Frank: A law suit.

Tom: My dog doesn't have a nose.
Brad: How does he smell?
Tom: Terrible!

Dad: Why do you have two books just alike, Bob?
Bob: I heard the book was very good so I want to read it twice.

ACTIVITY 19: UNDERSTANDING TIME CARDS AND TIME SHEETS

THINK ABOUT IT:

Some places where you will work may have time clocks. You "punch in" when you come to work. This means you put your card in the clock when you come to work. The clock marks the time on the card. You do the same when you leave.

Some businesses do not have time clocks. They have time sheets instead. On a time sheet you usually write:

- The time you came in to work.
- The time you left work.
- Total number of hours worked.

Then the person who makes out the checks, figures your time by these numbers.

Zora says:
Punch time card when Zok not handy to punch.

OPTIONS:

A. *Could I Have A Sample Time Card, Please?*

Go to at least three businesses. Ask each manager for one of their time cards or time sheets. Bring the three back to class. Which ones are to be punched into a time clock? Which ones are to be filled out by hand? Find how they are alike. How are they different? Talk with your teacher about what you have found out. What are the advantages of a time clock? Name 3 businesses that have time clocks. Describe why time clocks are so important.

B. *A Time Card Needs To Ask This Information*

You are the manager of a business. Design a time card for your employees to use. Your business does not have a time clock. What information would you need? How would you keep people from writing down more hours than they worked? What would you do to an employee who cheated on his or her time card?

C. *Time In, Time Out*

Figuring hours and minutes is not easy. If you work where you need to figure the time you were on the job, be ready. Do Handout 19-C (Worksheet 45) for practice. Fill in the times. Then find the hours and minutes. Then find the total hours worked and how much money you will earn for the week.

D. *Once Upon A Time*

Write a story about a worker who has some sort of problem using time cards or time sheets. Describe his or her problem. Then tell how that person learned to use them in the right way.

E. *Let's Draw A Time Clock Here*

Draw a cartoon or poster to show something about time cards. Choose one of these topics or one of your own:

—Honesty and time cards.
—Neatness and time sheets.
—Correctness and time sheets.
—Reason for having time clocks.

F. *May I Speak To The Manager Please*

Go to a business. Ask to talk to the manager. Be sure it is when they are not busy. Explain to him or her that you are talking in class about time cards and time sheets. Ask the manager to explain the system used at the business. Ask for a sample time card or time sheet. Use it to answer the questions on Handout 19-F (Worksheet 46).

Fred: ***What is the best key to have at dinner?***
Ruth: ***A turkey!***

Handout 19-C **Activity 19: Understanding Time Cards And Time Sheets**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: These are the times you worked one week. Fill in the time sheet below. Figure the hours you work each day. Answer the questions below.

	IN	OUT	
Sunday	11:30 A.M.	1:30 P.M.	Oct. 11
Monday	3:00 P.M.	5:30 P.M.	Oct. 12
Tuesday	5:45 A.M.	7:00 A.M.	Oct. 13
Wednesday	OFF		Oct. 14
Thursday	7:10 P.M.	8:25 P.M.	Oct. 15
Friday	11:00 A.M.	1:00 P.M.	Oct. 16
Saturday	OFF		

TIME SHEET

Name ______________________________

Beginning Date ______________________________

DATE	IN	OUT	Total Time	
			HRS.	MIN.
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
		TOTAL		

How many hours did you work? ______________________________

How much would you earn if you make $3.10 an hour? ______________________________

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Go to a business where kids are hired. Ask the manager to explain to you their time-keeping system. Ask for a sample time card or time sheet to take with you. Answer these questions about your visit.

Place I visited ______________________________ Date of visit __________

Person I talked with was ______________________________

1. This business uses a (circle one) time sheet time card
2. Explain what the worker must do to keep a record of the time he or she works.

3. Find out what the manager does then. Tell us here.

4. What problems does the manager have with this system?

5. What did you learn about time cards or time sheets that you did not know before?

6. Get a sample time card or time sheet from the manager. Explain what the card or sheet tells you. Attach the sheet or card to this Handout.

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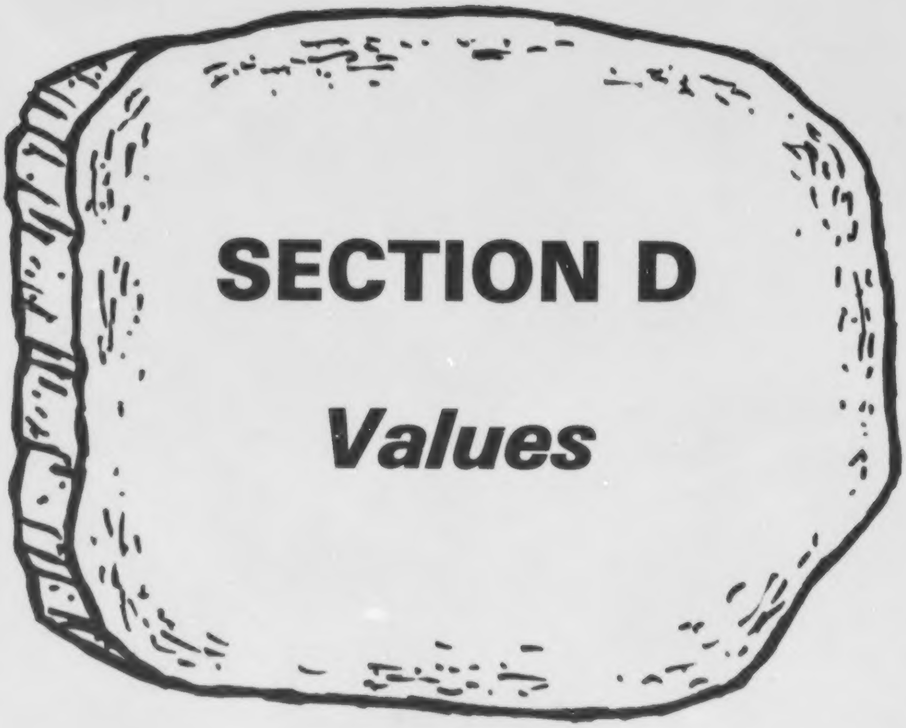

SECTION D

Values

HONEST
ZABE

ACTIVITY 20: PUTTING FIRST THINGS FIRST

THINK ABOUT IT:

Everyone knows that you put your socks on before you put on your shoes.

It is silly to think that you would do algebra before you learn 1 + 1 = 2.

It would be foolish to fry an egg with the shell still on.

Just frying an egg takes many decisions. And the decisions you make must come in the right order.

- —Which pan will I use?
- —How hot do I turn the stove on?
- —What kind of oil should I use?
- —How shall I crack the egg?
- —What shall I do with the shell?
- —How long shall I cook the egg?
- —How much and what kind of seasoning should be used?
- —Etc.

But sometimes how you see things depends on what your values are.

Now which did come first?
Was it the hen or the egg?

OPTIONS:

A. *Then You Lift Off The Lid*

How do you open a can of soup? Tell a friend each step you would take. It sounds easy. Be sure you list each step in order. Do not leave out any details. Would someone who had never used a can-opener know how to use one by listening to you?

B. *Turn Left At The Bank*

Write a paragraph. Tell someone how to go from your house to the school. Or, give directions for someone to get to the school office from your classroom.

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C. *Step 3 Before Step 1?*

Bring to class some directions which must be followed step by step. Try to imagine what would happen if two parts were mixed up. Would it hurt someone? Would it be funny? Talk about this with your teacher.

D. *Now, What Should I Do?*

Sometimes two or more important things are happening at the same time. Then you must decide which is more important to you. Which do you want most? Or, which will turn out best for you? Draw a picture or find a picture in a magazine which shows someone who has to make a choice.

E. *Now I Gave That A "1" Because That Is Very Important To Me*

Get a friend who, has not done this activity. Each of you do Handout 20-E (Worksheet 47). After you are finished marking the answers, talk about your reasons. There are no right or wrong answers so do not change the answers you gave first. The reasons you give for your answers is the most important part of this Option.

F. *I Dislike Most People Who Tell On Me*

Handout 20-F (Worksheet 48) is similar to Handout 20-E. This time you are to get 3 friends and talk about reasons for your answers *before* you write them down. Be sure you do not change your mind unless someone presents an idea new to your thinking. Argue your ideas and try to convince others you are right.

Sam: What goes ha, ha, ha, plop?
Dan: Somebody laughing his head off.

Handout 20-E — Activity 20: Putting First Things First

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Ask a friend to do this activity at the same time as you are doing it. Do not compare answers until you both are finished. A statement is made. Three choices are given. Decide which answer is most important to you. Mark "1" by that answer. Mark "2" by your second answer, and a "3" by your last choice. Then talk with your teacher about the answers. There are no right or wrong answers.

1. You are going to paint the front porch. Which of your 3 pairs of pants should you wear?
    ____ a. The jeans that are just about worn out.
    ____ b. The jeans with paint on them.
    ____ c. Your newest pair.

2. What will you do with the $5.00 you earned Saturday?
    ____ a. Buy a new record.
    ____ b. Put the money in savings.
    ____ c. Take a friend out to McDonalds.

3. If you could have a free dinner, which would you choose?
    ____ a. A hamburger, fries, and a milkshake.
    ____ b. Fried chicken.
    ____ c. Sizzling steak.

4. Your mother is having a birthday. You want to help her celebrate. If you had the money, what would you do?
    ____ a. Take her to eat at a nice restaurant.
    ____ b. Buy her an expensive gift.
    ____ c. Have a big birthday party.

5. Your father and mother are having marriage problems. It has been going on a long time. What do you want them to do?
    ____ a. Get a divorce.
    ____ b. Separate for a while to see if things will work out.
    ____ c. Ask them to stay together and get help from a minister or marriage counselor.

6. You found $50 on the floor in a store. What should you do?
    ____ a. Turn it in to the store manager.
    ____ b. Advertise in the newspaper.
    ____ c. Keep it and watch the "Lost and Found" column in the newspaper.

7. You see 3 ads for jobs. You need a job in the worst way. Which job would you choose?
    ____ a. A good paying job with long hours and hard work.
    ____ b. An easy job with poor wages.
    ____ c. A boring job with average wages with no chance to advance.

8. If you had to have one of these handicaps, which one would you choose?
    ____ a. To be deaf.
    ____ b. To be blind.
    ____ c. To not be able to move your arms or legs.

9. Your friend asks you how you like her new dress which you think is terrible. What should you do?
    ____ a. You lie and tell her it looks good.
    ____ b. You tell her the truth and take the chance of losing her friendship.
    ____ c. You say it's O.K., and change the subject quickly.

10. Which quality would you like your best friend to have?
    ____ a. Always tell you the things you want to hear even though they are not true.
    ____ b. Always be honest even though your feelings are hurt.
    ____ c. Defend you in all circumstances even when you are wrong.

11. Which of these people would you *least* like to be around?
    ____ a. Drug pushers.
    ____ b. Thieves.
    ____ c. Alcoholics

12. If you could have one of these, which would it be?
    ____ a. Money.
    ____ b. Fame.
    ____ c. Good looks.

DIRECTIONS: Now, talk with your friend about the answers you each gave. Give reasons for each answer. How many times did you agree? How many times did you disagree?

Handout 20-F **Activity 20: Putting First Things First**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Get 3 other people. Each one should have a copy of this Handout. Look at each group of choices. Talk about them. Then take a vote. How many people think "a" is the best answer. Write the number on the line. How many think "b" is the best answer. Write that number on the line. Do the same for "c". Vote the way you feel; do not try to all vote the same way.

1. What do you like *least* in people?
____ a. When they lie.
____ b. When they steal.
____ c. When they tell on you.

2. Where would you like best to live?
____ a. In or near a city.
____ b. In a small town.
____ c. In the country.

3. Which do you like to play best?
____ a. Checkers or chess.
____ b. Ping pong.
____ c. Softball.

4. Which of these would you rather do?
____ a. Own a small business.
____ b. Work for a large company.
____ c. Work in a small business.

5. What is the biggest problem in our country today?
____ a. Pollution.
____ b. Over-population.
____ c. High prices.

6. Which would you rather have?
____ a. More friends.
____ b. Better feelings with your family.
____ c. Better grades in school.

7. Which would you like better if you had a habit which bothered people?
____ a. To be told about it.
____ b. Receive an unsigned note.
____ c. Not to be told about it at all.

8. Where would you like to go the most?
____ a. To the Hawaiian Islands.
____ b. To Mexico City.
____ c. To Moscow, Russia.

9. What would you like to have people say about you?
____ a. You are fun to be around.
____ b. You are a kind person.
____ c. You have a lot of common sense.

10. What would you change if you could start your life over?
____ a. To study harder at school.
____ b. To go to church more.
____ c. To be kinder to other people.

11. If you could have one of these cars, which would it be?
____ a. Lincoln Continental.
____ b. Mercedes-Benz.
____ c. A red Corvette.

12. What would be the best way to spend Saturday evening?
____ a. Run around with friends.
____ b. Go out on a date.
____ c. Have a big party.

13. If your best friend wanted you to run away, too, what would you do?
____ a. Go.
____ b. Joke about the idea and say it's silly.
____ c. Try to talk seriously to your friend about the problem.

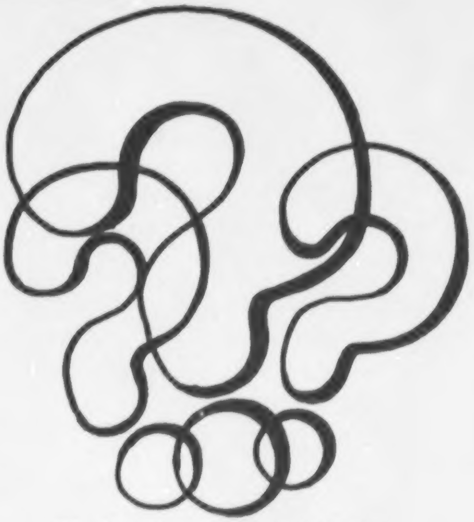
14. Who is the person you can talk best to about a problem?
____ a. A friend.
____ b. A relative.
____ c. A teacher.

ACTIVITY 21: DECIDING WHAT IS IMPORTANT TO ME

THINK ABOUT IT:

Values are those things which we feel are most important to us. People do not feel the same way about all things. In fact, no two of us will have the same set of values. What is important to me may not be as important to you. Things that are important to you, will not be as important to me.

Opinions tell others about our value systems. Our actions also tell others about us. Even when we think we have a set system of values, they are constantly changing.



Big decisions, little decisions!
Deciding wears a mind
out fast!

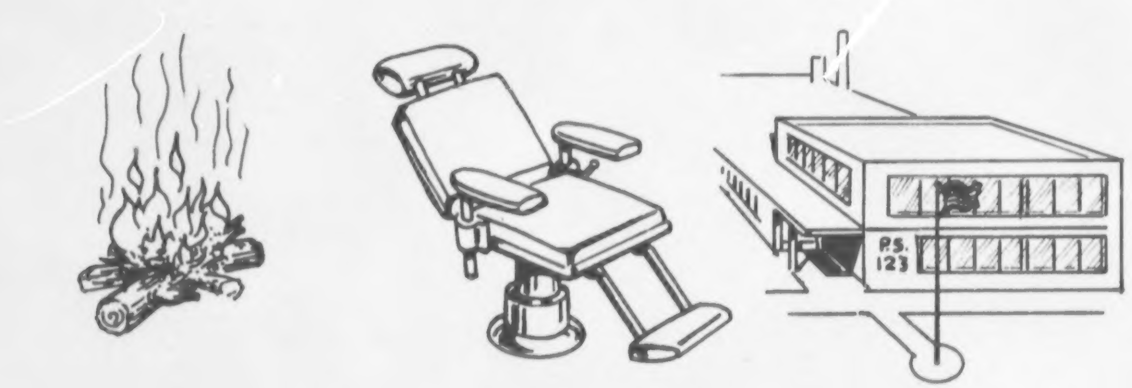
OPTIONS:

A. *You Can't Have My Car!*

Think of 5 things that would make you feel very bad if they were taken away. Can you think what you might do if all 5 were taken away at the same time? Write a paragraph telling why these things are important to you.

B. *We Need Dentists But We Don't Need The Pain*

Talk with a classmate about each of these symbols:



What do you think of as you look at each one? At first you might say they are all unhappy symbols. But think about them. All three of these objects also have great value.

FIRE can destroy. Fire also brings comfort from cold.

DENTIST CHAIR brings pain. It also means good health.

SCHOOL means work. Learning is also a help for the future.

Now, each one of you do this in your mind. Decide which of the three is most important. Which is second? Which is third? Discuss with your classmate why you rated each one the way you did.

C. *Let's Play The Values Symbol Game*

Do Option B before this game. Ten cards with symbols on them will be found in the envelope. Follow the directions on Handout 21-C. How do you and your friend agree? How do you disagree?

You will need:
- Handout 21-C (Worksheet 49)
- Game #4 in envelope marked, "Value Symbols"
- The same classmate who did activity B with you

D. *That Goes In The Disagree Column, For Sure*

About what things do you and your parent(s) agree? Disagree? Take a sheet of paper. Draw a line down the center. Write these words:

Things about which my parent(s) and I agree	Things about which my parent(s) and I disagree

List all the ways you and your parent(s) agree. List all the ways you disagree. Which list is longer? Why is it that you agree about some things? Why do you disagree about others?

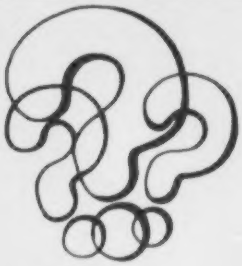
E. *Rebuild The World With Six People*

Something terrible has happened! Just a few people are left on earth. Something is wrong with most of the water. Only a small amount of good water is left. There is just enough for 6 people. If these 6 people are very careful this water will last until the bad water is good again. Get a friend who has not done this Option. Each of you will need Handout 21-E (Worksheet 50). Read the situation. Decide what you should do.

F. *I'm Not Like Her At All*

Watch a T.V. program. Think of three characters in the show which have very different values. That is, three people who have very different ideas as to what is most important to them. Now think about yourself. Write a paragraph telling how what you think is important is alike or different from how these three people feel. Remember, looks does not count. It's what you think of as being important to you.

Handout 21-C **Activity 21: Deciding What Is Important To Me**



Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Get Game #4. Take the ten cards marked "Value Symbols" from the envelope.

a. Talk with your friend about each of the cards. Think of at least two ideas that each card gives you.

b. Then *one of you* will put the cards in the order of their importance (their value) to you. The other will watch. Discuss with your friend reasons for rating the value symbols as you did.

c. When you have the cards in the order you want them, write the order below. Remember, number 1 is most important to you. Number 2 is second in importance, and so on. Number 10 is least important.

d. After you write down the order, give the cards to your friend. Watch your friend put the cards in order from most important to least important. Listen to your friend's reasons for putting the cards in the order that he or she put them.

ORDER OF IMPORTANCE TO ME:

1. ______________ 6. ______________
2. ______________ 7. ______________
3. ______________ 8. ______________
4. ______________ 9. ______________
5. ______________ 10. ______________

e. What did you learn about yourself from having done this Option?

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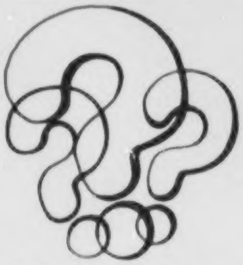

Name ________________________________

Date ________________ S.S.# ________________

DIRECTIONS: Talk to your friend about each of the 24 people below. Decide together which 6 people should have the good water. Decide why each should be the one to live. Write the reason on the line.

1. ______________ ______________________________

2. ______________ ______________________________

3. ______________ ______________________________

4. ______________ ______________________________

5. ______________ ______________________________

6. ______________ ______________________________

A doctor
A pregnant woman
A genius
A chemist
A chef
A teacher
A tailor
A millionaire
An entertainer

A farmer
A minister
Your father
Your mother
A police officer
A lawyer
A musician
A car builder
A circus strong man

A ship builder
A house builder
Your best friend
The President of the U.S.
An actor
A garbage collector
A mechanic
A telephone operator

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ACTIVITY 22: BEING AN HONEST WORKER IS A NO. 1 REQUIREMENT

THINK ABOUT IT:

An employer wants a worker who is honest. The worker should be a help to the business even when the employer is not there.

Dishonest workers cost businesses much money. It only takes a few times of being dishonest until a worker cannot be trusted.

Let's look at these three situations. Decide if the worker was honest or dishonest.

- —George often takes his personal mail to the office and uses the office stamps.
- —Murphy wires an extra telephone into the jack, but he only pays for one phone.
- —Ellen is a busperson, and, although she could very easily keep the tips left on the table, she always gives them to the waitress.

HONEST
ZABE

Z.J. says:
My employees will be honest!
Or else!

OPTIONS:

A. *You Are Fired!*

Look in the newspaper or in a news magazine. Find an article which tells about a dishonest worker. Bring the article to class. Ask the class to all be supervisors. Tell them about the incident. Discuss the case. Decide how you would go about helping the worker. Should a dishonest worker always be fired?

B. *How Can Dishonesty Cost The Employer Money?*

Talk to your teacher. Decide on an employer who might come to class to talk about being honest on the job. Find out why being honest is so important. Also find out what he or she does if a worker is found cheating.

C. *Once Upon A Time . . .*

Write a fable about being dishonest. Some suggestions are:

- Why the rabbit's tail is short.
- Why the camel has a hump.
- Why it snows in winter.
- Why the trees lose their leaves.
- Why the monkey's tail is long.

D. *Swipe, The Factory Thief*

Do a comic strip to illustrate honest or dishonest workers. Be sure that those who read your comic strip will learn something from it. After your teacher sees it, post it on the bulletin board.

E. *Hey! Don't Take Those Paper Clips Home*

On Handout 22-E (Worksheet 51), a number of sentences tell about workers. Decide which actions are honest and which are dishonest. Even though some are very small incidents, they cost the employer money.

F. *Oh, What Should I Do?*

On Handout 22-F (Worksheet 52) a number of problems are listed. Decide what an honest worker would do. More than one answer may come to your mind. Then you must decide what the best thing to do would be. It is not always easy to be honest.

Bess: Mary has a twin.
Jane: How can you tell them apart?
Bess: Easy. Her brother, Barry, is taller.

Handout 22-E **Activity 22: Being An Honest Worker Is A No. 1 Requirement**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Some statements show dishonest actions of workers. Add words or cross out words. Make all statements tell about honest workers.

1. Martha always gets to her desk at least five minutes before she is to begin working.
2. Paul uses supplies from his office to send out notices to his bowling team members.
3. There is $3.50 more in the cash register than there should be. Marva takes it so the records will be right.
4. John cooks six shrimp, serves five, and eats one.
5. Mabel goes to the coffee shop for her coffee break; she always tries to get back a minute or two early.
6. Since Marie cannot possibly get to work on time, Paula punches the time clock for her.
7. Lee is afraid to tell his boss that he broke an expensive tool, so he tells the boss that he thinks Bob broke it.
8. Harry calls his girl long distance every Wednesday evening before he leaves the office.
9. Heather returns a pencil she picked up by mistake.
10. Jim puts ten gallons of gasoline in his girl friend's car but only charges her for six gallons. Everyone knows gasoline will evaporate if it is not used.
11. Ralph calls in sick because he wants to work on his car.
12. Lisa works very hard even when the supervisor is not in sight.
13. Paula does her homework after the children she is babysitting go to bed.
14. Avril has already taken the course that Marlene is taking now, so Avril writes several of her themes. Marlene is failing the course and will never make it without Avril's help.
15. Bob uses time at work to do his homework when no one is around.

Name ____________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at each situation. Write in the space what an honest employee should do.

If:	You Should:
1. You were paid for more hours than you worked.	
2. Your father wants you to bring some paper home from the office for him.	
3. You work in a candy shop. Your girlfriend asks you to give her lots for her money.	
4. The other teen-agers at work always take cokes without paying but it's against the store rule.	
5. The boss's son wants you to tell his mother a lie for him.	
6. Tom took a tool home with him and forgot to bring it back. But the boss remembers you had it last.	
7. You broke several pieces of good china. All the other workers will get a lecture if you tell.	
8. Workers usually do not get time off during the Spring festival week. You want to go with your family on their vacation that week-end.	
9. The cash register is short $10.00 at the end of the day. You think you might have given someone change for a $20.00 bill when it may have been a $10.00 bill.	
10. The boss says she has heard that you are telling people that the store has terrible food. You did say this, and it is true. But, you did not think it would get back to the boss.	

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ACTIVITY 23: IDENTIFYING VALUES

THINK ABOUT IT:

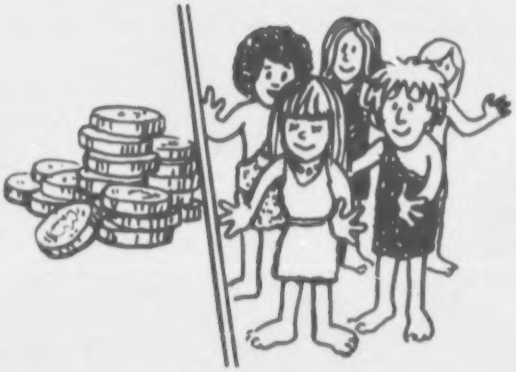
Can you name the things that are most important to you? Can you think of things not bought with money that mean a lot to you?

How about your *health?* Does the health of others around you make a lot of difference to you?

Do you appreciate having *friends*? Would you be lonely without them?

Some people feel that a religious faith is very important. How do you feel about *religion*?

Family, possessions, and *work* are also all a very real part of our lives. But we feel differently about different things. Just how we feel comes to be our value system.



Zeno says:
I need money most of all.

Zelda says:
Not me! I need friends,
all kinds of friends!

OPTIONS:

A. *My Name Is Jimmy Carter*

Cut from old magazines or newspapers a picture of a famous person. Paste the picture on a sheet of paper. Put this heading under the picture:

My Name is ______________________
(Name of Person)
The 20 most important things to me are these:

Try to think what would be most important to that person. Be sure to think about the person and his or her:

Job
Family
Possessions
Friends
Religion
Health

B. *I Think I'd Buy A Datsun*

Choose a friend who has not done this activity. Get Handout 23-B (Worksheet 53) for each of you. Talk about each of the people. Decide, by thinking about their values, what each person would like.

Janet, The Homemaker
Janet is a mother of three small children. She loves to take care of her children, her husband, and her home. She spends a lot of time in her vegetable garden and with the flowers in her yard. She is a Sunday School teacher, a hospital worker, and a Girl Scout leader.

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David, The Sports Car Racer
David really enjoys his work as a sports car racer. He spends hours and hours working on his car and practicing his driving skills. He spends his spare time with friends at the race track. Sometimes they get together to play poker late into the night. David makes a lot of money, has a fancy house, and gives a lot of parties.

George, The Barber
The Horns own and operate the local barbershop. George Horn knows most of the people in town and is everybody's friend. He loves to read and even has written several short stories. Many of his stories are about people who have come to their shop. In one end of the barbershop they have a cactus display.

C. *I Hold These Things To Be Very Important*

Make a poster showing your values. With pictures and/or words from newspapers show those things which are most important to you. Think of some way to tell others which values shown are *most* important to you.

D. *Name The One Thing That Is Most Important To You*

Talk to ten classmates. Ask each one to name one thing that is most important to him or her. Write down their answers. Then talk to ten adults. Ask them the same question. Again write down their answers. Sort the answers. How many answers in each group, students and adults, have to do with:

Jobs
Family
Possessions
Friends
Religion
Health

How are the results alike? How are they different? Share your information with your teacher.

E. *How Much Will I Pay For A Good Brain?*

You will need a friend who has not done this Option. Each of you will need a copy of Handout 23-E (Worksheet 54). You have a magic $100 bill. Twenty items are listed. These items usually cannot be bought, and especially for $100 or less. Think of each item. Is it important to you? How important is it? Would you spend any money at all to have it? The more money you spend on the item, the more important it is to you. Be sure not to spend over or under $100. Compare your items with your friend's. How do they agree? How are they different?

F. *My Story Is About The Most Important Thing In The World To Me*

Write a story showing how values are important in different ways to different people. Choose one of these topics:

A Person is Known By the Work He or She Does
I Would Not Trade My Family
Me and My Possessions
Friends Make the World Go Round
Without Religion, The World Would Collapse
A Healthy Body — A Healthy Mind

Or, choose any combination of the topics above. Tell why you feel as you do. Give examples. Give important ideas about your values.

Handout 23-B **Activity 23: Identifying Values**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Choose a friend to work with who has not done this activity. Read the stories about the three people. Try to decide the values of each of these people. Help them chose the following:

	JANET Homemaker	DAVID Sportscar racer	GEORGE Barber	YOU
What kind of a new car would each buy?				
Who would each have voted for, for President of U.S.?				
Where would each spend a vacation?				
What part of the newspaper does each like best?				
What magazine will each subscribe to?				
What T.V. program might be a favorite?				
Where might each invest money?				
Where might each spend a Saturday evening?				
How might each spend a holiday?				
Name a favorite movie of each.				

Handout 23-E **Activity 23: Identifying Values**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Find a classmate who has not done this Option. Each one of you will do the activity alone. You each have $100 that is magic. It will buy you all kinds of things. Decide which items are most important to you. Then write down how much you will spend. The more you pay for an item the more important it is to you. Which item do you not want at all?

__________ 1. A good job that pays well.

__________ 2. A strong religious faith.

__________ 3. A beautiful house.

__________ 4. Many good friends.

__________ 5. A good brain.

__________ 6. Excellent health.

__________ 7. A happy family.

__________ 8. A clean environment.

__________ 9. To be famous.

__________ 10. To be a good athlete.

__________ 11. To be popular.

__________ 12. To be handsome/beautiful.

__________ 13. A car which all your friends admire.

__________ 14. Tickets to see five of your favorite groups.

__________ 15. A trip around the world.

__________ 16. No discrimination in the world.

__________ 17. To be able to do exactly what you want to do.

__________ 18. Peace in the world.

__________ 19. Rich relatives.

__________ 20. All the clothes you want.

DIRECTIONS: Now, compare items you bought and amounts you spent with your friend. On which did you agree? On which did you disagree?

ACTIVITY 24: UNDERSTANDING VALUES EMPLOYERS HOLD TO BE IMPORTANT FOR WORKERS

THINK ABOUT IT:

Employers want to hire workers who have good qualities. The success of their businesses depends upon good workers.

Employers have a set of qualities (values) which they think are very important. Some of their values are:

- Be on time
- Be trustworthy (the boss knows you will help the business)
- Be responsible (you are able to choose and do tasks that need to be done)
- Cooperate (do what you are told to do)

These four qualities are only a few of the good worker qualities. The Options in this lesson will help you understand some of the values employers hope their workers will have.

Zok says:
You mean I can't sit with my feet up all day? Shucks!

OPTIONS:

A. *How Can I Be That When I Don't Know What It Means?*

Employers want to hire workers who will have good work qualities. The success of their businesses depends upon it. Some of these qualities are:

Cooperation	Willingness to learn	Acceptance of criticism
Honesty	Initiative	Enthusiasm
Dependability	Loyalty	Willingness to follow directions

Decide what each of these words means. You may need to use the dictionary, or get help from someone. You may write the meanings on a paper to hand in. Or, you may talk about them with your teacher. Know what each word means.

B. *Today We Have Mrs. Smith*

Do this Option with a friend. Include your teacher in the plans. Invite an employer to come to class. Ask the employer to talk about qualities he or she wants workers to have. Make a list of good questions you want the employer to answer. Act as hosts. Introduce the employer to the class. Send a "thank you" note after the visit.

C. *Where Would This 14-Letter Word Go?*

Fill in the words on the puzzle on Handout 24-C (Worksheet 55). The words are qualities an employer wants workers to have. Be sure you know the meaning of each word.

D. *The Sign Says: Always Be On Time!*

Make a poster which tells about one quality an employer wants a worker to have. Use tag board, pictures, letters, drawings, etc. to show the quality. Tack it up in the classroom.

E. *My Employees Must Tell The Truth*

You are the employer. You own Margie's Taco House and hire 15 people to work for you. List all the qualities you think are important for your workers to have. After you have named at least 20 qualities, circle the 5 you believe to be *most* important. Here is a start.

MY EMPLOYEES MUST:

1. Be kind to the customers
2. Get along well with each other
3.
4.

F. *At My Bank All The Workers Must Be Honest*

Handout 24-F (Worksheet 56) gives you a chance to be the boss. You hire many workers. What qualities do you want them to have? Try to rate the quality as to how important it is for the worker. In the second part, you are to name a business you might own. Rate the qualities of workers. Then compare your answers.

Dave: Why are fish so smart?
Beth: Because they are always in schools.

Handout 24-C

Activity 24: Understanding Values Employers Hold To Be Important For Workers

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Put the words in the right places in the puzzle. Good luck!

4 letter words
neat, kind

5 letter words
happy, loyal

6 letter words
on time, honest

7 letter words
helping, sincere

8 letter words
pleasant, reliable

9 letter words
ambitious, agreeable

10 letter word
dependable

11 letter words
trustworthy
responsible
cooperative

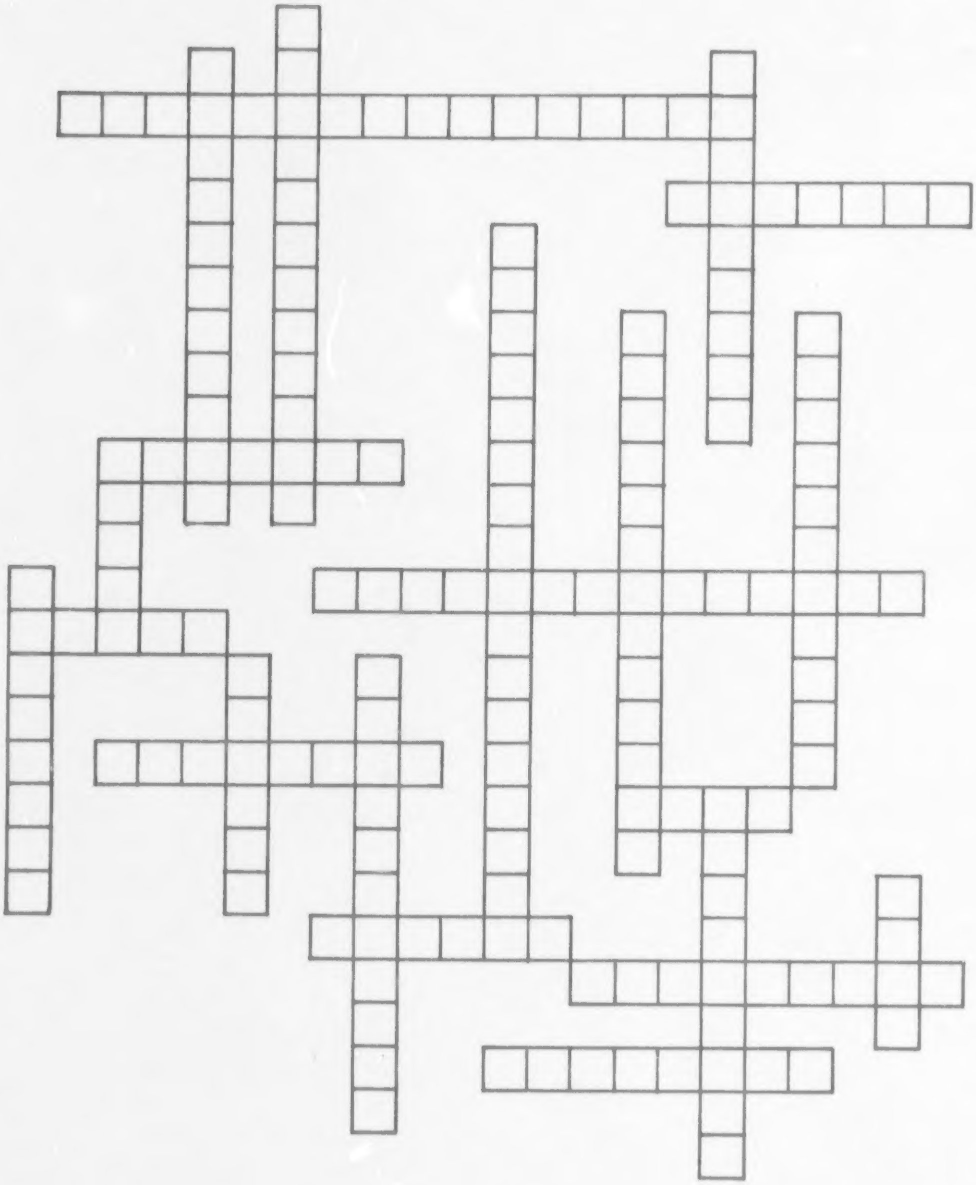
12 letter word
enthusiastic

13 letter word
understanding

14 letter word
willing to learn

16 letter word
accepts criticism

17 letter word
follows directions



Handout 24-F

Activity 24: Understanding Values Employers Hold To Be Important For Workers

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: You are the president of the bank. Look at the qualities of your workers listed below. Rate them in this way:

3 = Workers are *required* to have this quality
2 = Workers *should* have this quality
1 = Workers *may* need to have this quality
0 = Workers do not need this quality

______ 1. Honest
______ 2. Ability to talk to others
______ 3. Cooperative
______ 4. Friendly
______ 5. Neat and clean
______ 6. Well-dressed
______ 7. Willing to learn
______ 8. Follows directions
______ 9. On time
______ 10. Happy
______ 11. Trustworthy
______ 12. Responsible
______ 13. Ambitious
______ 14. Dependable
______ 15. Pleasant voice
______ 16. Muscular strength
______ 17. Accepts criticism
______ 18. Musical
______ 19. Able to repair things
______ 20. Artistic ability

Be the boss of some other kind of business. Rate the qualities in the same way. Name of your business ______________________________ .

______ 1. Honest
______ 2. Ability to talk to others
______ 3. Cooperative
______ 4. Friendly
______ 5. Neat and clean
______ 6. Well-dressed
______ 7. Willing to learn
______ 8. Follows directions
______ 9. On time
______ 10. Happy
______ 11. Trustworthy
______ 12. Responsible
______ 13. Ambitious
______ 14. Dependable
______ 15. Pleasant voice
______ 16. Muscular strength
______ 17. Accepts criticism
______ 18. Musical
______ 19. Able to repair things
______ 20. Artistic ability

Which qualities were important for one job and not important for another? Circle them.

SECTION E

Feelings

ACTIVITY 25: FEELING WORDS AS POSITIVE OR NEGATIVE

THINK ABOUT IT:

When you hear some words, you may feel good. When you hear some other words, you may feel sad.

How do you feel when you hear the word "fear?" When you are feeling fear, it is not good. It is a negative feeling word.

How do you feel when you hear the word "love?" Love is a good feeling. It is a positive word.

Try these words. Would you say they give positive feelings or negative feelings?

helpless successful loser

Zelda says:
Swaying palm trees,
the ocean, and sandy
beaches! Oh! Oh! Oh!

OPTIONS:

A. *A Positive And Negative Feelings Poster*

On a poster board or on a large piece of paper, draw a line down the middle. On one side write, "Positive Feelings." On the other side, write, "Negative Feelings." Look in magazines for faces which show feelings. Glue them on the poster in the right part.

B. *Where Is "Love" In This Puzzle?*

Use these and other feeling words to make a Hidden Word Puzzle:

love
joy
anger
kind
guilt
proud
protection

free
happy
sad
fear
weak
cold

selfish
childish
cooperate
lonely
trapped
confused

desire
cruel
beautiful
bored
hate
playful
determined

Give the puzzle to a friend to do. Or, your teacher may want to copy it so you can give a copy to each person in your class.

C. *Does That Word Make Me Feel Good Or Bad?*

When you hear some words, you feel good. Other words make you feel sad. On Handout 25-C (Worksheet 57), words are listed. Decide if they are positive (good) feeling words, or decide if they are negative (bad) feeling words.

D. *Let Me Tell You About One Time*

Write or tell a story that tells about positive or negative feelings you have had. Maybe it was a time you were afraid. Maybe someone made you very angry. Do these feelings change? How do we change a negative feeling to a positive feeling? Does a positive feeling ever change to a negative feeling? How does it happen? Let your story tell how these feelings take place.

E. *That Movie Had Mostly Negative Feelings*

Watch a movie on T.V. Do not listen to the story. Instead, try to find all the different feelings. Write them down. Also say whether they are negative or positive feelings. Your list might be something like this:

The old lady scolded the boy.	Negative
The boy cried.	Negative
His sister came home with a good report card.	Positive
She told her brother he was a dummy.	Negative

F. *Once Upon A Time, A Little Girl Lived By A Pond*

On Handout 25-F (Worksheet 58), a story is given. Find all the feeling words. Draw a circle around the positive ones. Draw a line under the negative ones. Then make a list of positive words and a list of negative words as they are used in this story.

Question: *Sir, did the mudpack help your wife's appearance?*
Answer: *It did for a few days, but then it fell off.*

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Handout 25-C **Activity 25: Feeling Words As Positive Or Negative**

Name ____________________

Date ____________ S.S.# ____________

proud
cruel
happy
free
sad

selfish
beautiful
bored
hate
playful

anger
childish
cooperate
kind
guilt

joy
lonely
trapped
confused
desire

fear
weak
cold
determined
love

DIRECTIONS: Look at the words above. Decide if each word has a negative or positive feeling.

List the *positive* (good) feeling words:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________

List the negative (bad) feeling words:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________

Handout 25-F **Activity 25: Feeling Words As Positive Or Negative**

Name ____________________________________

Date __________________ S.S.# ______________________

DIRECTIONS: Read the story below. Draw a circle around the positive words. Underline the negative words. Write the words you find in the right places below.

Once upon a time, a little girl lived in a small and dirty cottage that stood by the side of a beautiful little pond. The child lived with her cruel aunt and her weak and confused uncle. Oh, how all alone she felt! Often she would sit by the stream and cry. She was so miserable. Now and then she would see her reflection in the water and would believe she had company. This companion was sweet and pretty. The two of them would spend pleasant hours together talking about the fun times they would have one day. They decided that when they both were old enough to brave the lonely valley, they would go to the city where they would meet friendly people, buy gorgeous clothes, and eat in fancy restaurants. No more would they feel trapped, rejected, and neglected. No more would they feel sad and angry. They knew the world would be filled with kind, happy and lovely friends.

An then a chilly breeze would ripple the water and the child's warm and charming playmate would vanish. And then, as before, the unhappy child would scamper back to the dark cottage. But every now and then a ray of hope would pass through the child's mind just because of the vision in the pond.

Positive Words

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

Negative Words

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.

ACTIVITY 26: THINKING ABOUT THINGS I LIKE TO DO

THINK ABOUT IT:

If you had two hours to do exactly what you wanted to do, what would you choose to do?

Some of the things people like to do are:

Run
Listen to music
Paint
Dance
Ride horses

Collect things
Write letters
Take care of plants
Ski
Play cards

Canoe
Read
Play ball
Play pinball
Motorcycle

The list could go on and on. People enjoy different things. Knowing what you like to do is important. If you know what you enjoy doing in your spare time, that same skill can help you find out what kind of job you might like to have later on.

STONE GULLY
LIBRARY

Stone Gulley Library says: I help cave people find out about things they might like to do.

OPTION:

A. *Joe Smith Played Tennis*

Suppose you are a newspaper reporter. Think about last summer. Write an article telling about one thing you did that was fun. It might be one of these:

—A sports activity
—Somewhere you went
—A new friend you met
—A job that you had

Or, think of a thing that you do all the time that is fun. Tell the incident as if you were reporting it. Do not use the word "I." Give only facts. Do not talk about feelings — only think them.

B. *These Are A Few Of My Favorite Things*

Take a piece of paper. Divide it into five sections. In each section draw a picture of one thing you like to do. Try to think of five very different things. Give your pictures the title, "These Are a Few of My Favorite Things."

C. *Now What Do I Like To Do the Best?*

So many things are fun to do. We get good feelings from them. On Handout 26-C (Worksheet 59) list ten things you like to do. You will then decide if the thing listed is done with people or alone. Choose the five that you enjoy the most. What jobs could you find where you might get paid for doing what you enjoy most?

D. *If You Like To Sing, You Might Join A Group*

On Handout 26-D (Worksheet 60), a number of things are listed that people like to do. Think of two jobs where the worker would need that skill. Not all jobs pay money. You might volunteer your help. Decide how a job might come about because of the things one likes to do.

E. *The Guidance Couselor Is Here Today*

Plan this activity with your teacher. Have the school guidance counselor come to class. Ask him or her to plan an activity which will help the students name the things they like to do best. It might be a game or a talk session. You will make all the plans. Introduce the counselor to the class. Thank the counselor for coming when the class is over.

F. *That Poster Is About Me*

Gather photographs or pictures from magazines to tell about the things you like to do. Attach them to a poster board. Entitle your poster, "The Likes of Me." Also put your name in large print so people will know about whom the poster is talking. Be sure every picture you put up really tells about you!

***Bret:** Did you know I was a lifesaver last summer?*
***Stan:** Really, what flavor?*

Handout 26-C **Activity 26: Thinking About Things I Like To Do**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: In the first column, write the 10 things you like to do most.

In the second column mark "A" if you like to do that thing alone. If you like to do it with other people, write "P".

A = Alone
P = With People

THINGS I LIKE TO DO

1. ______________________________ ____
2. ______________________________ ____
3. ______________________________ ____
4. ______________________________ ____
5. ______________________________ ____
6. ______________________________ ____
7. ______________________________ ____
8. ______________________________ ____
9. ______________________________ ____
10. ______________________________ ____

11. Do you like to do more things: with people? alone? (circle one)

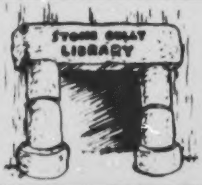
Now decide which of the 5 things above you like to do best. Rank these 5 in this order and fill in the blanks:

I like to do:	A job where I would do this might be:
1. (The best) ______________	______________________
2. (Next best) ______________	______________________
3. (Third best) ______________	______________________
4. (Fourth best) ______________	______________________
5. (Fifth best) ______________	______________________

12. Of these five things you like to do best, how many do you like to do with other people? ________

How many do you like to do alone? ________

Handout 26-D **Activity 26: Thinking About Things I Like To Do**



Name ______________________________

Date ________________ S.S.# ____________________

If you really like to:	You might think about getting a job as a:	Or, as a:
Sing		
Collect rocks		
Collect stamps		
Run		
Play baseball		
Sew		
Draw		
Act		
Fish		
Hunt		
Fly in an airplane		
Go boating		
Care for animals		
Spend time in the woods		
Talk to people		
Sell things		
Drive a truck		
Grow plants		
Write stories		
Cook		
Babysit		
Clean		
Read		
Walk		
Type		
Repair things		
Build things		
Talk on the telephone		
Swim		
Play golf		

ACTIVITY 27: UNDERSTANDING WHAT MY NEEDS ARE

THINK ABOUT IT:

You've heard people say, "I just have to have that!"

You've also heard others say, "I just can't live without that!"

All of us have needs. Some needs we feel very strongly about. Some are just there. Have you thought before about your needs? Let's try it now.

Zelda says.
I just must have a new skin
or I won't be seen in public!

OPTIONS:

A. *What Three Things Are Most Important To You?*

Ask 16 people what three things are most important to them. Be sure to have all kinds of people. Use Handout 27-A (Worksheet 61) to gather your information. Then decide what people want more — things that cost money, or things that cannot be bought at a store. How are the four groups of people different in their answers? What one thing did people say most?

B. *The Five Things I Believe To Be Most Important To Me*

Write a paragraph or a story. In it tell what five things are most important to you. Give your reasons for naming those five things.

C. *Five Things That I Need — Let Me See*

You will need a friend for this activity. Each of you will do Handout 27-C. At first, do not work together. Name five things that are important to you that cost money. Then name five things that you cannot buy, but that you need in order to be happy. When both of you have completed Handout 27-C (Worksheet 62), talk about your answers. How were your answers alike? How were they different? After talking together, would either of you like to change your answers? If you want to, change them. Only change them if your friend's answers were more how you felt. Share your ideas with your teacher.

D. *Money Cannot Buy Happiness*

Some students only think about things they need which cost money. These things might be clothes, a car, records, money for the movies, etc. Plan this activity with the teacher. Have a class discussion. Name needs of people that cannot be bought with money. List on the board those that you think of. Your list may include these as well as others:

friends
love
peace
contentment
family ties
respect
honor
information
faith
freedom
beauty
quietness
intelligence
success

Discuss how you might go about getting one of these, if you felt it was really important.

E. *How Are The Needs Of Teen-Agers And Adults Different?*

Talk to a senior citizen. Ask them what their needs are. How do they feel about money? If they do not have enough money to take care of their needs, how do they feel? Do they feel any different from the way you feel when you cannot buy everything you want? How can we begin to plan now so that *most* of our needs will be met when we are senior citizens? What part does a job play in meeting our needs? Talk with your teacher about your discussion with the senior citizen.

F. *A Word Search For The Class*

Think of things that people need which cannot be bought with money. Make a word search puzzle with all the words you think of. Here is a start:

beauty
quietness
freedom
intelligence
friends
love
peace
respect
faith
honor
success
contentment

Tim: They have just dropped the anchor.
Bob: I was afraid they would. It was dangling there
All day!

Handout 27-A **Activity 27: Understanding What My Needs Are**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Take this sheet with you. Ask 16 people to tell you what three things are that are most important to them.

Senior Citizens (age over 60) Name	Three Things That Are Very Important to That Person (1)	(2)	(3)
1.			
2.			
3.			
4.			

Parents of Teen-agers Name	Three Things That Are Very Important to That Person (1)	(2)	(3)
1.			
2.			
3.			
4.			

Young Adults (ages 19-30) Name	Three Things That Are Very Important to That Person (1)	(2)	(3)
1.			
2.			
3.			
4.			

Teen-agers (ages 13-18) Name	Three Things That Are Very Important to That Person (1)	(2)	(3)
1.			
2.			
3.			
4.			

After you have talked to 16 people do this:

Circle each thing that you cannot go to a store and buy with money.

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Write down the things that are important to you.

Things you cannot buy:	**Things that cost money:**
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________
Which one is most important to you?	Which one is most important to you?
____________	____________
Do you have it now? Yes No	Do you have it now? Yes No

Write 5 sentences which tell about your needs and how you plan to get everything you need.

1.

2.

3.

4.

200

5.

ACTIVITY 28: BEING ABLE TO SAY KINDLY THAT YOU DO NOT LIKE SOMETHING

THINK ABOUT IT:

People are not kind all the time. Sometimes people do things to you that hurt you. Other times even your friends will say things that are not kind.

You have 3 choices:

1. You can say nothing and be hurt.
2. You can yell at them — but that doesn't make things better.
3. You can try to remember that everyone has bad days or makes mistakes. Try to talk to the person to make things right.

The third way is probably the best method to use most of the time.

Zora says:
If you don't like my stew, at least tell me in a nice way.

OPTIONS:

A. *Now, Mrs. Miller, I Want To Tell You How I Feel, Too*

Ask a friend to join you. On a sheet of paper, together list at least 6 times when things have happened which either of you did not like. Talk about how the situation could have been handled better. How could kind words have been used? Now, pretend you are in each of the situations again. Practice saying in a kind way how each of you feel. Would feelings be better if both of you spoke kindly? Do one of the six situations for your teacher. Show how to handle the situation in a good way.

B. *Can I Say What I Mean And Still Be Kind?*

It is very easy to shout out when someone says something that you do not like. To always speak kindly is not easy. A number of situations are given on Handout 28-B (Worksheet 63). Choose the better way to answer when someone says something you do not like. For the rest, answer in a kind way but still say how you feel.

C. *Make Your Cartoon Teach A Lesson*

Make a poster or draw a cartoon which teaches a lesson about saying in a kind way how you feel. Share it by posting it in the classroom.

D. *Hey Mom! How Did You Handle This At Work?*

Interview your parent or some adult. Begin this way by saying, "Can you tell me about an incident at work where each of these things happened when someone said something you did not like?

- —You said nothing but felt very hurt
- —You yelled back and made things worse
- —You talked to the person in a kind way to try to make things better

Tell the class about the three incidents. Help the class see that kindness is the best way.

E. *Hey, Class! Tell Us What You Know!*

Plan this Option with your teacher. Talk about how important it is to say things in a kind way, even if others say things to hurt you. Give some examples. Then ask the class to name times when situations have really been bad because both parties said unkind things. Discuss how things could be better if one person continues to say how he or she feels, but keeps it in a kind way.

F. *Our Guest Speaker Today Is A Personnel Manager*

Plan this activity with your teacher. Invite to class an employer who is easy to work for. Discuss ways students should go about telling an employer when he or she does not like something. Discuss:

- —When it is better to say nothing at all?
- —What is apt to happen if an employee speaks back unkindly to the boss?
- —How one can tell the boss when things are bothering him so that things are made better rather than worse?

Carol: I think he was born upside down.
Paul: Why?
Carol: Because his nose runs and his feet smell.

Handout 28-B

Activity 28: Being Able To Say Kindly That You Do Not Like Something

Name ______________________________

Date ______________ S.S.# ______________

DIRECTONS: If you don't like something how should you say it? Decide which is better, "a" or "b." Write that letter on the line before the number.

______ 1. The boss asks you to work late and you have a date. You should say:

a. "You can't expect me to stay. I'm busy."

b. "Mrs. Coy, I am very sorry. I would like to stay, but I have a date."

______ 2. A co-worker tells you that you are not doing your part of the job. You should say:

a. "Mind your own business!"

b. "I'm sorry. I really don't understand what I'm doing wrong. Will you help me do better?"

______ 3. A co-worker tells you that you are not doing your job. You think you are so you say:

a. Please be patient with me while I try to do my best.

b. "Shut up! I don't want to hear it from you!"

______ 4. Your friend tells you that some co-workers are gossiping about you. You should say to them:

a. "You people make me sick! Why don't you look at yourselves?"

b. "I really do not appreciate the things you are saying. I'm hurt to think you would even think those things. Let's forget it, shall we?"

______ 5. Your teacher accuses you of cheating, which you were not doing. You say to the teacher:

a. "Mr. Harris, you thought you saw me cheating. It may have looked that way, but honestly, I was not. Please, believe me!"

b. "Mr. Harris, you did not see me! I'm going to the principal right now!"

Now, write a kind response for each of these situations.

6. You return a sweater which had a bad place in it. The salesperson says that you must have caught it in something. You should say:

____

____

____

7. Your parents tell you that you cannot be trusted because you came home ½ hour late last night. You should say in a kind way:

____

____

____

8. Your boss tells you that she is tired of telling you how to do everything all the time. You should say:

____

____

____

9. A religious group comes to your door wanting to talk to you. You have told them before that you are not interested. If you still are not interested, you should say:

____

____

____

10. Your brother asks to borrow your favorite record. The last time you loaned it, he didn't bring it back. You should say in a kind way:

____

____

____

Nancy: Do boats sink often?
Pat: Only once!

Jim: What is black and white and red all over?
Mark: A book.

Linda: And what did you do when the boat sank in mid-ocean?
Mark: Oh, I just grabbed a cake of soap and washed myself ashore.

ACTIVITY 29: PRACTICING SELF-CONTROL WHEN ANGRY

THINK ABOUT IT:

Everyone gets angry. Sometimes you just cannot keep from getting angry. The important thing is not to lose your self-control. Self-control is being able to handle yourself so that you do not do bad things.

> What do you *want* to do to a classmate when that person calls you a dirty name? What *do* you do?
>
> What you *want to do* is O.K. (that's anger). But do not do it! (that's self-control).
>
> You cannot just get rid of anger by telling it to go away. But you can hold it back until a better time comes.

Z. J. says:
You question my self control? How dare you! You're fired!

Many good jobs are lost in a moment of anger. It is not easy to walk away from a person who is rude to you. And you must get rid of the energy which comes with anger. Pounding nails or running helps. Do something that does not hurt anyone or anything.

WE ALL NEED TO PRACTICE SELF-CONTROL !

OPTIONS:

A. *I Become Angry When . . .*

Look up the words, "anger" and "angry" in the dictionary. What do they mean? Complete this sentence as many times as you can:

I become angry when . . .

Think of times at school, at work, at home, and when you are with friends.

B. *Anger Shown And Anger Controlled*

Get a friend to do this Option with you. On Handout 29-B (Worksheet 64), a number of stories have been given. Some show how self-control was used. Others are stories where anger is shown. Decide which ones are anger shown and which are anger controlled. Together, add details beyond what is told to you. What are the possible outcomes if things keep on the way they are going now?

C. *Now This Is What To Do To Control Your Anger*

Make up a skit about one of the following ideas. Show what happens when you lose control and when you keep control.

- —Someone backs into your car while it is parked.
- —You spill a bucket of cherries you just finished picking.
- —A friend tells on you for taking a book from the library which he told you to take in the first place.
- —Your car's motor dies at the intersection, and it won't start.
- —You burn your hand on the oven.
- —The teacher loses your paper, and then says you didn't turn it in.
- —Your little brother runs all the way through the house with muddy shoes. You just finished cleaning the house like your mother told you to do.

D. *This Was The Situation . . .*

You will need a friend for this Option. Write three different paragraphs telling about times you were very angry. Do not tell what you did. Give the paragraphs to your friend. Ask him or her to think of several ways to handle the problem. One way would be to show anger and one way is to control it. After your friend names several ways, talk about what you really did. Did you control your anger? If you did not, think of ways you could have.

E. *When I'm Mad, I Run*

People use their anger energy in many ways. Some do more damage with it; others do no harm or may even do good.

Here are a few negative ways:	These are a few positive ways:
Slam doors	Clean house
Fight	Go jogging
Drive fast	Write poetry

Think of other ways, both positive and negative. List them. Ask your friends to help you with your list.

F. On Handout 29-F (Worksheet 65) a number of actions are given. These are things that people often want to do when they are angry. Some may do more harm. Others only use up the energy caused by the anger. Think about each one. Decide if it would get rid of the energy and do more harm, or would it only get rid of the energy.

Handout 29-B **Activity 29: Practicing Self-Control When Angry**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Write "Yes" before the stories which show self-control. Write "No before the stories that do not show self-control.

______ 1. When John sees Mike with his girlfriend, John punches Mike in the nose.

______ 2. Mabel is working as fast as she can. The boss tells Mabel to work even faster. She throws down her gloves, stomps her feet, and yells, "What do you think I am anyway? Take your old job!"

______ 3. Several people complained about Alice's work. She felt herself getting more and more angry. She went to the storeroom and tried to relax a minute. Then she went back to work.

______ 4. Hank washed part of the tables, and was about ready to leave. The manager called him back to finish. He thought at first he would leave and just not do it. Instead, he clenched his fists hard and went to get a cloth.

______ 5. Rosa's favorite TV show is about to start. Her mother calls her to go to the corner store for groceries. There is a big hassle and both Rosa and her mother are angry. Rosa wants to scream at her mother. Instead she slams the door and runs as fast as she can to the store.

______ 6. Mark asks the boss very kindly if he can go home early on his birthday next Thursday. The boss has had a bad morning and he says "NO". Mark is very hurt and disappointed because there is not a good reason. He wants to argue. He decides to wait and ask the boss again at a better time.

______ 7. Marian loves to cause trouble for everyone. Peggy has about all she can take when Marian acts again. It is hard to believe all the things that that girl does! She needs to be told to "shape up" and Peggy wants to do that herself! And so she does. Peggy yells and screams and says things she wishes later she had not said.

______ 8. Aaron Smith's six dogs bark all day and sometimes at night. Tonight he is away. Their barking keeps you awake. You want to call the police. Instead you get up, get a glass of milk, and decide to call Mr. Smith tomorrow.

______ 9. Joe has a very bad habit of interrupting when someone else is talking. You soon get the feeling that he thinks he is the only one who has anything important to say. Today Bob and Alice were talking with a friend about plans for Saturday night. Joe came along and began his usual chatter. Bob really had had it and told Joe to shut his mouth and keep it shut!

______ 10. Barbara must work every minute in order to get her work done. Larry has a lot of time to spend talking. He often stops to talk to Barbara for an hour at a time. Barbara isn't even very nice to Larry but he cannot take the hint. One day Barbara told him that she would have to limit their talking to ten minutes a day or she would get fired.

______ 11. It is 5 A.M. and time for Jim's brother to take him to work 2 miles away. Snow covers the ground and makes walking hazardous. But the car battery was dead! Not a sound came from it! He kicked the tire! He slammed his gloves down on the ground. He just wouldn't go to work, that was all!

______ 12. The score of the basketball championship game was 69 to 70. Just before the final buzzer sounded, Tom was fouled. The game depended upon him. And he missed the free throw! Tom wouldn't talk to anyone for days. He wouldn't eat, and he slept little.

______ 13. Marie had been planning on the trip to New York City for a whole year. The night before they were to go she fell on the skating rink floor and broke her leg. She was angry with herself for falling down, and she was angry with Angie's family for going on without her. She made life unhappy for everyone for weeks.

______ 14. Kirk had promised to help April with the dance decorations. When the time came he decided to play poker instead. April wanted to force him to help her, but there was no way. She merely got on the telephone and called until she found others to help her.

Handout 29-F **Activity 29: Practicing Self-Control When Angry**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at the ways some people work off angry energy. Decide if it is a good or bad way. Circle the best answer.

If you feel like:	Would this usually get rid of anger energy and not do any damage to anyone or anything?
Hitting someone	1. Yes No
Shouting at someone	2. Yes No
Driving too fast	3. Yes No
Throwing something	4. Yes No
Stamping your feet	5. Yes No
Shooting someone	6. Yes No
Breaking dishes	7 Yes No
Chopping wood	8. Yes No
Pounding nails into a block	9. Yes No
Using a punching bag	10. Yes No
Running a mile	11. Yes No
Crying	12. Yes No
Cutting down a tree	13. Yes No
Telling everyone about it	14. Yes No
Doing the same thing back	15. Yes No
Running away	16. Yes No
Calling names	17. Yes No
Quitting your job	18. Yes No
Getting drunk	19. Yes No
Writing a letter to the editor	20. Yes No

Which of the ways above have you used to get rid of angry energy? Put a (✓) in front of those ways.

ACTIVITY 30: LEARNING TO GIVE AND ACCEPT HELPFUL CRITICISM

THINK ABOUT IT:

It is not easy to have someone tell you what you do wrong.

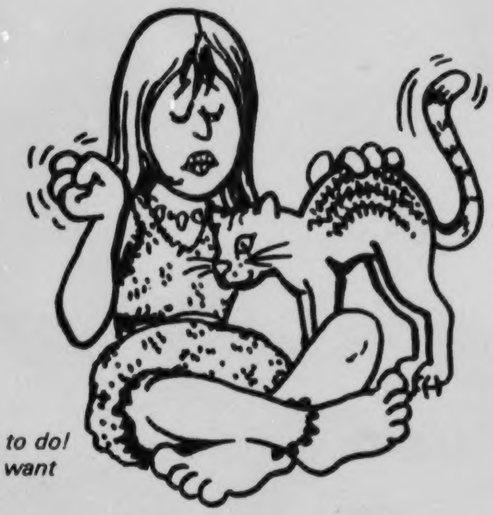
It is even harder to accept what they say.

At first you are angry. Then you think the other person is wrong.

But maybe they are really telling the truth. Maybe they really want to help you.

It takes a special skill for you to understand what they say, and then try to change your actions.

You have to practice.



Zelda says:
No one's going to tell me what to do! I will pinch Ziggy, the cat, if I want to! She's mine!

OPTIONS:

A. *Can You Take What I Have To Say?*

You will need a friend who has not done this Option. Be sure to pick your best friend in the class. You will be sharing ideas that no one else may have told you. Follow this procedure:

a. Both of you are to think about the way you dress.
b. Your friend will say 2 good things about the way you dress.
c. Be sure you know what your friend means.
   Say, "Do you mean you like . . ." Do not say your friend's words exactly but say the same thing with different words.
d. Then the friend will name one thing about the way you dress that bothers him or her.
e. Again you will find out if you understand by saying: "Do you mean you wish I would . . ."
f. When you understand what your friend has said, thank him or her by saying, "I'm glad you told me about that. I will see what I can do to change."

Go through the same steps for each of these:

Your speech
Your personality
Your attitude
Your appearance

B. *Let Me Tell You What Happened*

Think of the last time you were criticized. Go over each part of it again. Think about what the person said. What parts are true? What parts are hard to believe? How did you handle the situation? What can you say that you learned from it? Discuss the time with your teacher. Your teacher will help you decide how that criticism might help you learn a lesson.

C. *No. 11 Must Be True Since We All Agree*

You will need a friend and your teacher for this option. On Handout 30-C (Worksheet 66), a number of statements are given. You will think about yourself, your friend will think about you, and your teacher will think about you. Each one will mark the sheet. Your ideas may be different. Get together and discuss the answers.

D. *Try to Make Things Better, Not Worse*

Role play three of these situations. First show how it might be if the criticism is not taken. Then show how it would be if the criticism were taken well. Tell what follow-up action might be taken.

a. The boss tells you to do a better job of mopping the floors. Be sure to get into the corners.
b. The teacher gives you an "F" on an English story. He says you did not follow directions.
c. Your mother tells you that the kitchen is still a mess even after you thought you had it cleaned up.
d. Mary says that you wear the dumbest clothes!
e. A co-worker tells you that you work too slowly.
f. A neighbor complains about you walking across her lawn.
g. The people who live upstairs say your record player is just too loud.

E. *Those Are Fighting Words But I Won't Fight*

On Handout 30-E (Worksheet 67) a number of statements are made. Read each one. Then write what you would say back. Remember, even when a person speaks to you with sharp words, try to get control of your anger and not speak back with sharp words. Think about the sharp criticism. Suppose you are guilty. Accept the criticism and try to make it better.

F. *Now How Can I Say This In A Nice Way?*

Get a friend who has not done this Option. Look at each one of the following problems. Decide how you would tell that person in a nice way what you wanted him or her to know. Your friend will respond in a kind way also.

a. You are not doing your share of the work.
b. You are not being friendly enough with the customers.
c. You are talking too much and keeping me from my work.
d. You are spending too much time cleaning. Not enough time is spent keeping the shelves full.
e. You are not proofreading your typing carefully. Too many errors are left.
f. Someone either took $9.00 from the cash register or gave the wrong change to a customer.
g. All the workers are taking too long on cleaning up after the store closes.

Think up four other criticisms. Make them in a kind way. Your friend will respond in a kind way, too. Show your teacher how to give these criticisms in a kind way and how to accept them in a kind way, too.

Joe: Quick, operator send an S.O.S.!
Operator: How do you spell it?

Handout 30-C **Activity 30: Learning To Give And Accept Helpful Criticism**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Below are three columns for three different people.
1. The first column you are to fill out.
2. Your friend will think about you and fill out the second column.
3. Then you will have your teacher fill out the third column.

The three of you will discuss your answers. Be sure to be very honest.

	ME			MY FRIEND			MY TEACHER		
	Always	Sometimes	Never	Always	Sometimes	Never	Always	Sometimes	Never
1. It is easy for me to talk to people my own age.									
2. I can talk with adults easily.									
3. I can tell jokes and stories well.									
4. I can talk others into doing what I want to do.									
5. I tell the truth in all situations.									
6. I can settle an argument between two friends.									
7. I can understand how other people feel.									
8. It is easy for me to cooperate.									
9. I can follow directions given by other people.									
10. I can get other people organized to get a task done.									
11. I can see both sides of an argument.									
12. I try to do a good job in whatever I do.									
13. I am always on time.									
14. I accept responsibility for mistakes I make.									
15. I make good use of my time in class.									
16. I always say good things about other people.									
17. I do not lose control when someone says unkind things to me.									
18. I have lots of energy and like to work.									
19. I keep myself neat and clean.									
20. I try to understand what others mean when they suggest that I change my ways.									

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Suppose someone said these things to you and you are guilty. You are to keep control and not to show your anger. Instead, think of what you could say to help you make the best of the situation rather than making it worse.

A Criticism About Your Work	What You Might Say Back
1. I wonder if you know that you are supposed to wipe down the walls every day?	
2. You two spend too much time talking and not enough time working.	
3. You have been absent from work five days this month! How come?	
4. When you catch up with this work, there are other things you should do, you know!	
5. If you did not know how to run the machine, you should have asked!	
6. This book tells you what to do. Can't you read?	
7. Every time you dust you break something! Now, please be careful!	
8. If you can't say something good, don't say it at all!	
9. That long hair will just have to go!	
10. Late again! What's your excuse this time?	
11. That attitude will just have to stop! Customers don't like smart talk!	
12. You are so slow! Can't you work any faster?	
13. Get to work! This minute!	
14. Speak up! I can't understand you when you mumble!	

ACTIVITY 31: QUITTING A JOB THE RIGHT WAY

THINK ABOUT IT:

Sometimes you must quit your job. You might want to quit because of several reasons:

1. You get a better job.
2. You want to go to school somewhere else.
3. You are unhappy even after you try to like the job.

When you do quit, you should do these things:

1. Tell your supervisor.
2. Give the real reason.
3. Let the supervisor know at least a pay period before (2 or 4 weeks).

Quitting a job the right way is very important. You might want a recommendation from that employer someday.

Zeb says:
My slab of rules says, "Tell the boss at least two weeks before you quit!"

OPTIONS:

A. *Let's Talk About An Employee "Giving Notice"*

Find out what "to give notice," means. Write a paragraph about "Giving Notice". You may want to ask an employer why he or she feels it is so important. Include these reasons as well as your own in your paragraph.

B. *A Job Quitting Puzzle For You*

Do the puzzle on Handout 31-B (Worksheet 68) to learn the steps for quitting a job in the right way.

C. *Mrs. Amos, May I Talk With You, Please*

You will need a friend who has not done this Option. One of you is the employer, and one is the employee. Trade off. Show the wrong way to quit a job. Then show the right way. Remember, always give the real reason for wanting to quit. And always give notice two weeks before you want to quit.

D. *Some Jobs Require A Letter Of Resignation*

Sometimes a letter of resignation is needed to quit a job. Write a letter of resignation using good form. Keep these parts of the letter in mind:

a. Complete address and date in the upper right-hand corner.
b. Employer, name of company, street address, city, state and zip go below and at the left.
c. Dear ____________________:
d. Tell why you are leaving and the reason.
e. Say the day you wish to leave (at least 2 weeks from the present date).
f. Express your thanks for working there.
g. Sincerely,
h. Your signature.

Do the first draft in pencil. Have your teacher read it. Make changes. Copy it neatly in ink, and give it to your teacher again.

E. *Now How Should I Say This?*

Thinking of beginning sentences is very important. What you say can give a good impression, or it can give a bad one. Here is an example.

Situation: Jim is going back to school.

Example of what you might say:

> School starts in three weeks. I have found out that I need more education to get a good job. I've enjoyed working here, but I cannot work and go to school at the same time. I will be leaving in three weeks. Thank you for all you have done. If I need a reference, may I ask you for one?

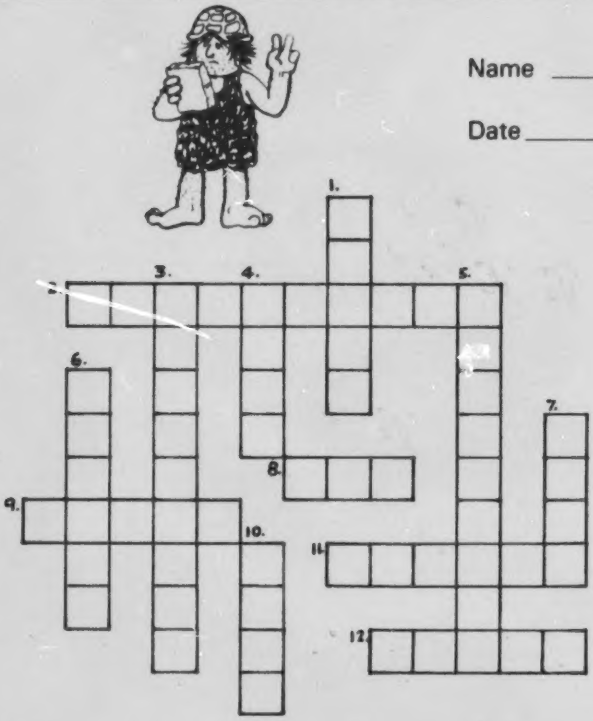
Help out the following people. Decide what each person should say to quit his or her job in the right way. Pick one and write out what that person might say.

—Joey has found a better paying job.
—Mary is moving to another town.
—Ann does not like the kind of work she is doing.
—Marty is going to play on the baseball team.
—Trina gets hay fever from the dust.
—Pauline has trouble getting along with the supervisor.
—Bill wants to be changed to another department.

F. *Mr. Harmon, I Want You to Know . . .*

Draw a cartoon which shows an employee "giving notice." You may want it to be a series of pictures. Make it attractive Post it on the bulletin board.

Handout 31-B **Activity 31: Quitting A Job The Right Way**



Name ______________________________

Date ______________ S.S.# ______________

think
change
weeks
good

supervisor
real
school
like

pay period
job
sorry
reference

DIRECTIONS: Decide which of the above words finishes the sentence. Then put that word in the puzzle.

a. One reason you may want to quit your job is if you get a better __(8)__ .

b. Or you may decide to go to __(6)__ in another town.

c. Sometimes you try to __(7)__ a job but, as hard as you try, you still are unhappy there.

d. When you feel you must quit, be sure to tell your __(2)__ first.

e. Give a reason why you are quitting. Make sure it is the __(4)__ reason. Be honest.

f. You should let your supervisor know you are quitting at least one ______(3)______ in advance.

g. That might be 2 or 4 __(12)__ before you actually quit.

h. When you leave a job, you want the boss to feel __(10)__ about you.

i. If you walk out on a job (quit) when something bad happens, you may be __(9)__ later.

j. You might want this boss to be a __(5)__ for you when you apply for another job.

k. It is better to __(1)__ about a situation for a day or two before you tell your supervisor anything.

l. You might __(11)__ your mind.

Neighbor: *What are you doing in my tree young man?*
Steve: *One of your apples fell down and I'm putting it back.*

Jack: *John the garbage man is here!*
John: *Tell him we don't need any today!*

Question: *Why should you never tell secrets in a vegetable garden?*
Answer: *Because the corn has ears.*

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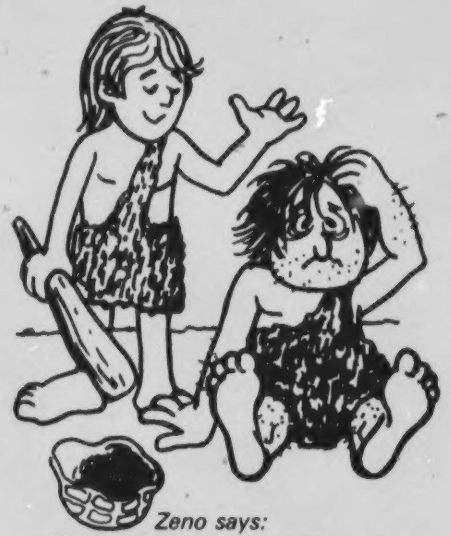
ACTIVITY 32: UNDERSTANDING THAT OTHER PEOPLE HAVE FEELINGS TOO

THINK ABOUT IT:

Did you ever think of this? Everyone of us wants to feel comfortable. No one likes to be miserable for very long. All day long we do those things which will make us feel more comfortable. It is very easy to only come to think about ourselves.

One way to have good feelings is to know that someone else feels good because of something we have done.

It is important to remember that we are not the only ones who have feelings. We need to care about the feelings of others.



Zeno says:
I feel a lot better after I hit you!

Zeno says:
You feel better but I feel worse!
Oh me!

OPTIONS:

A. *Is That What That Word Means?*

Look up these feeling words. Find a meaning for each one. Be ready to talk with your teacher about some (or all) of them.

afraid
guilty
sad
grateful
disgusted
anxious
impatient
pleased
disturbed
thrilled
bored
confused
selfish
trapped
overjoyed
worried
frustrated
upset

B. *Now Where Would That Word Go?*

Make a hidden word puzzle (or some other kind of puzzle) using these feeling words:

happy
worried
thrilled
guilty
angry
bored
sad
confused
grateful
lonely
proud
childish
trapped
overjoyed
frustrated
free
loved
selfish
needed
disgusted
disturbed
afraid
anxious
pleased
upset
playful
impatient
sorrow
unhappy
scared

Your teacher may want to duplicate your puzzle and hand it out to other members of the class.

C. *My Employer Was Very Angry Yesterday*

Get a friend. Together think of a time when an *employer* might express each of the following feelings:

a. anger	c. pride	e. gratefulness
b. happiness	d. sorrow	f. impatience

Choose one of them and present a skit to the class. Ask classmates to give other examples of how that same feeling has been shown in work situations.

D. *Do You Think She Would Be Bored?*

Handout 32-D (Worksheet 69) gives situations and then asks you to tell what feelings these people might have. Be sure you know what each feeling is before you try this one.

E. *I'll Make A Word Collage*

Make a collage of feeling words that you collect from newspapers and magazine headlines. Or, find pictures of faces which show all kinds of feelings. Another choice you might think about is to find faces which all show the same feeling. Post on the bulletin board.

F. *How Would Your Boss Feel If . . .?*

Handout 32-F (Worksheet 70) names times when feelings are strong. You are to think about the feelings of others. Name the feeling you think might be the strongest.

Jessica: *And what are you going to give your little brother for his birthday?*
Olga: *I don't know yet. Last year I gave him the measles.*

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Read about the following people. Which of the three feelings describes the person's feeling best? Write that word on the line.

______________ 1. How would most mothers feel if their 15-year-old came home 6 hours late? (happy, worried, thrilled)

______________ 2. When a worker does not show up for work, how may the boss feel? (guilty, angry, bored)

______________ 3. You shovel the walk for an old lady who can hardly walk. And no one told you either. How does the old lady feel toward you? (sad, confused, grateful)

______________ 4. All the girls in dance club are always talking and laughing, that is, everyone except the new girl, Marcie. How does Marcie feel? (lonely, proud, guilty)

______________ 5. When Mrs. Smith had a birthday, the neighborhood kids had 6 red roses delivered to her house. How did she feel? (childish, trapped, overjoyed)

______________ 6. When all the kids in class will not quiet down even when told several times, how does the teacher feel? (frustrated, free, bored)

______________ 7. The corner of Amy's coat was hanging outside her locker. Someone pulled on it and tore the coat in shreds. How does Amy feel? (lonely, guilty, angry)

______________ 8. When Thomas won his first swimming medal, how did he feel? (proud, selfish, lonely)

______________ 9. Marty asked the boss for a night off so he could go to the basketball game. Even though he could not find a substitute he insisted on going. The boss had to find the sub. How did the boss feel? (disappointed, happy, afraid)

______________ 10. How should Marty feel since he went to the game when the boss did not want him to go? (disgusted, guilty, afraid)

______________ 11. You decide to go with a friend instead of walking Billy, your five-year-old nephew, home. How might Billy feel since it is 10 p.m. and he is not sure where your house is? (afraid, guilty, cruel)

______________ 12. You take time each day to visit with each of the members of your family about something other than problems. How does it make them feel? (trapped, playful, pleased)

______________ 13. Outside the roads have ice an inch thick. The temperature is 10 below. A mother's three teen-age children are on the way home. The telephone lines are out and so is the electricity. The mother feels (needed, anxious, childish).

______________ 14. Jim Cooper who was the school custodian has been in a hospital many months now. The town collected many thousands of dollars to help pay for his hospital bills. The children at the school where he worked have planted 200 different trees in the area that will be called Cooper City Park. What is the feeling Jim gets from the whole town? (guilt, impatience, love)

______________ 15. Lee wants to be a mechanic but the only school for mechanics is 50 miles away. He does not have the money for tuition nor room and board. The only job he can get without training is pumping gas. What feeling does Lee have deep inside? (fear, guilt, frustration)

Handout 32-F Activity 32: Understanding That Other People Have Feelings Too

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: What feeling would each of these people have? Sometimes one may have a combination of feelings. What one feeling would you think might be strongest? Write that feeling on the line.

Positive Feelings			Negative Feelings		
happy	free	surprised	trapped	worried	sad
thrilled	loved		frustrated	guilty	confused
grateful	needed		selfish	angry	lonely
proud	pleased		disgusted	bored	childish
overjoyed	playful		disturbed	afraid	anxious

________ 1. How would your boss feel if you just did not show up for work one very busy day?

________ 2. How do customers feel when they have to wait one hour for you to serve them lunch?

________ 3. How does your best friend feel when you tell lies about him or her.

________ 4. How does your mother feel when you give her a big hug even if you do not want anything?

________ 5. How does 4-year-old-Jimmy feel when you hold him down and tickle him for ten minutes straight?

________ 6. How does a co-worker feel if every night you sit while he or she does your work?

________ 7. How does your 90-year-old neighbor feel if he asks you to mow his yard and you tell him to do it himself?

________ 8. How would your Grandmother feel if you gave her a trip to Hawaii?

________ 9. How might a friend feel toward you if you were driving recklessly. The car crashed. Your friend will never walk again.

________ 10. You promised to meet your girlfriend at the movie but you decide to go with other friends to a party. You do not let her know. How does she feel after waiting for you one hour?

________ 11. How does your sister feel to get a birthday call from you if you call her COLLECT?

________ 12. You talk about yourself all the time. You do not let anyone say anything. How do your friends feel about you after two hours of this?

________ 13. After being in a body cast for seven months, how does your friend feel to be able to walk again?

________ 14. You are riding in a car which crashes. You are hurt very badly and are in a coma. Finally you come out and the doctor tells your family you will be fine. How do they feel?

________ 15. You really like your father very much. You give him presents. You tell him how nice he is. You let him know often how important he is to you. How does this make your father feel?

SECTION F

Improving Conditions

ACTIVITY 33: CHANGING NEGATIVE ACTIONS TO POSITIVE ACTIONS

THINK ABOUT IT:

Some people bother us. No doubt we bother other people, too. Those things that bother others are usually caused by our negative actions. Most of the time we probably do not even know what it is that we are doing that bothers.

These same negative actions may bother employers, too. Did you know that 8 times out of 10, people lose their jobs because they bother other people? They may bother the boss. They may bother the customers. They may bother other workers.

We need to become aware of our negative actions. Then try to change them to positive ones.

Zelda says:
Change my ways? Why, Honey, if I change my ways no one will know me!

OPTIONS:

A. *Example "A" Is About Mary*

Listen to the tape. A number of ways to change actions from negative to positive are given. Then listen to some stories about some people. Decide which negative actions need to be changed. Mark the sheet with your answers. You may want to do this activity with a friend.

You will need:
- Handout 33-A (Worksheet 71)
- Tape #4
- Cassette Player
- Narrative #4 (Pages 167-170)

B. *How Would You Say, "I Quit," And Say It In A Positive Way?*

On Handout 33-B (Worksheet 72), some negative attitudes are given. Think of how to say the same thing, but say it in a kind way. Write the positive action in the right-hand column.

C. *Once Upon A Time, A Worker Had A Bad Attitude*

Write a story about a worker who did many things that bothered the boss, the customers, and/or the co-workers. Describe very clearly each thing that happened. You may want to think of something that happened to you. Do not tell anyone who the real people are. Make up names for your characters. In your story, find ways to teach the worker how to have positive actions.

D. *Change That To A Positive Action!*

You will need a friend for this activity. Look at the phrases below. Think of a time when it would have been better for the worker to say the second sentence rather than the first. After you have thought of a situation for each one, talk with your teacher about them.

Try Not To Say:	**It Is Better To Say:**
1. I dont want to sweep the floor again.	1. I don't know if you know, Mr. Morgan, but I seem to get the job of mopping the floor nearly every night. Weren't the four of us supposed to take turns?
2. Don't talk to me like that!	2. Say! Would you mind if we talked about this in a quieter way?
3. Bert, why can't you *ever* get to work on time? I can never leave at 5 o'clock which is my quitting time.	3. Bert, I wonder if you could try to get here a few minutes earlier. Since I am not to leave until you come, my ride has to wait for me if you are late. I'd appreciate it if you'd try to get here earlier. Thanks.
4. Lady, what's wrong now?	4. Excuse me, please. Do you have a complaint? I'd like to help you if I can.
5. Baker, that's a stupid thing to do!	5. Hey, Baker! How about giving a little more thought to that before you try it again! We don't want the same thing to happen again.

E. *There Once Was A Worker Named Bo*

Write a jingle telling about a worker with a bad attitude who changes it to a good one. Use one of these first lines:

—There once was a cook, named Tom,
or,
—There once was a girl, named Sue.
or,
one of your own

F. *If I Could Only Start Again*

Think of an incident at work where negative actions caused bad actions. Think about the incident very carefully. Try to remember all the details. Tell the class what happened. Ask them to help you decide what positive action could have taken place. Ask your classmates if they have had similar actions happen to them?

Carol: ***When is it hard to get a ticket to the moon?***
Sharon: ***When the moon is full.***

Handout 33-A   Activity 33: Changing Negative Actions To Positive Actions

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Listen to Tape #4. Also look at Narrative #4. You will hear examples of workers who need to change negative actions to positive ones. After you listen to each example, stop the tape. Find the *negative action* in the left-hand column which the worker showed. Write that number. Then write the sentence that tells what *the positive action* should be.

Negative Actions	**Positive Actions**
1. Does not smile much.	1. Smile easily and be pleasant.
2. Does not want to change.	2. Be willing to change when such a change would be better.
3. Does not try to see the other person's point of view.	3. Try to see another's point of view.
4. Complains about many things.	4. Don't complain about most things.
5. Tries to blame others for their mistakes.	5. Be willing to admit your own mistakes.
6. Criticizes others for what they do.	6. Don't criticize others.
7. Cares only about themselves.	7. Care about others and be helpful.
8. Cannot look the other person in the eye when talking.	8. Look the other person in the eye when talking and act interested in what is being said.
9. Tries to force others to believe as they do.	9. Respect ideas and opinions of others.
10. Often makes excuses about many things.	10. Don't make excuses.
11. Has few interests and acts bored.	11. Have many interests and engage in many different kinds of activities.

Negative Action   **Positive Action**

EXAMPLE A: # _____ ______________________________

EXAMPLE B: # _____ ______________________________

_____ ______________________________

EXAMPLE C: # _____ ______________________________

EXAMPLE D: # _____ ______________________________

EXAMPLE E: # _____ ______________________________

_____ ______________________________

EXAMPLE F: # _____ ______________________________

_____ ______________________________

Handout 33-B Activity 33: Changing Negative Actions To Positive Actions

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: In the left-hand column you will find a negative action. Think about each one. Write in the right-hand column a positive action that would be a better way to handle that situation.

NEGATIVE ACTIONS	POSITIVE ACTIONS
1. "I quit! Take you old job!" (anger)	1.
2. "I did not leave early yesterday!" (denying an action)	2.
3. "Why do I always have to do the dirty jobs!" (feeling sorry for self)	3.
4. "Mr. Morgan (manager), Jean never puts the dishes away in the right place!" (complaining about a co-worker)	4.
5. "I don't want to do *that* job." (not willing to do every job)	5.
6. "Do you know what the boss did?" (telling negative things about the employer)	6.
7. "That Marlene! She is the worst person. I don't know why Mr. Morgan hired her!" (talking about co-workers)	7.
8. "I'm job hunting! Anything would be better than the job I have now!" (complaining about the job)	8.
9. "Why do I have to do that, Mr. Morgan?" (asking why a job needs to be done)	9.
10. "But Mr. Morgan, I couldn't get to work yesterday because the roads were icy." (not calling in before being absent from work)	10.
11. After Mr. Morgan told John to take out the garbage, John said under his breath, "Always John, do this, and John, do that!" (complaining to himself)	11.
12. After Mr. Morgan tells Betty what he wants her to do, Betty does it, but frowns and acts mad all the time. (being a grumpy worker)	12.
13. After Mr. Morgan tells Francine what to do, she says, "Yes, *Sir*!" (giving an army-like response)	13.
14. "I couldn't help it. Marta made me do it!" (blaming someone else.)	14.
15. "Now, Jerry, you do this and then you do that, and then try this." (bossing a co-worker)	15.

Narrative #4
for Tape #4
To Be Used With Activity 33-A

CHANGING NEGATIVE ACTIONS TO POSITIVE ACTIONS
THE MOST IMPORTANT FACTOR IN JOB SUCCESS IS ATTITUDE!

I guess you could say that in order to keep a job very long, or to be promoted to a better job, a worker must have good feelings toward work and toward people. Getting along well with people is extremely important! Do you know that 8 out of 10 people who lose their jobs do so because they have trouble with the people around them?

Getting along well with people does not just happen. It is a skill to be learned. Some people find it easy to make friends and keep them. They seem to easily keep at peace with those around them. For others, it always seems they are "at odds" with everyone. You've heard comments such as, "Joe always seems to have a chip on his shoulder." Or, "Mary must have gotten up on the wrong side of the bed again."

It is important, then, to try very hard to have the right feelings toward your employer and the people with whom you work.

Now look at Handout 33-A. On the left-hand side are negative actions of workers which may get them into trouble. At least, such actions will not help them. These actions may be what keeps them from getting better jobs. On the right-hand side of the Handout are positive actions — that is, better actions if a worker wants to be successful.

Let's think about each one. Look at the positive actions column. Ready?

1. *Smile easily and be pleasant.* Be a person who is generally happy. Workers like pleasant situations. Smiling and acting pleasant helps to keep work fun.

2. *Be willing to change when such a change would be better.* You have to be willing to do what is expected of you if you want to keep the job. Remember, you really are hired by the boss to do exactly as he or she wishes. What the employer wants, you must be willing to try, even if it means you have to change your ideas, your dress, or your actions. In exchange for your services, you are paid money.

3. *Try to see another's point of view.* To get along with people you work closely with, you must share ideas. There is usually more than one way to think about a situation. Others have a right to their opinions. You should be able to discuss freely and try to see another person's point of view even if you do not believe that way.

4. *Do not complain about most things.* You probably will not help yourself by complaining. Make sure that when you do complain, it is something worth fussing about.

5. *Be willing to admit your own mistakes.* No one likes to make mistakes! To be blamed for someone else's mistakes is even worse. Be very careful to admit your own errors. If you are able to say you were wrong, you will look better in the eyes of others.

6. *Do not criticize others.* To tell others what they *should* do comes very naturally, but fellow co-workers do not like criticism if it is not your job to criticize. If you make helpful suggestions in a friendly way, that is one thing, but be very careful!

7. *Care about others and be helpful.* You want to be ambitious and work very hard, but be sure you think about others also. The employer and your co-workers have needs and feelings, too. Show them you care and be helpful whenever you can. It will get you further in the end.

(Go to next page)

8. *Look the other person in the eye when talking and act interested in what is being said.* If you cannot look at other people when you speak to them, they begin to wonder about you. Are you afraid of them? Are you trying to hide something? Are you nervous? Look at the person when you are talking. It shows you are interested in what is being said.

9. *Respect ideas and opinions of others.* You do not believe like everyone else so you cannot expect them to believe as you do. Respect others for what they think. Be sure to listen to their ideas. You may pick up some bit of information you hadn't thought of before. But do not put others down for what they believe.

10. *Do not make excuses.* Try to see things as they really are. This is basic honesty. Do not make excuses just to make yourself look better. It is very easy to find outside reasons when, in fact, you merely did not do something you were supposed to do. Do your best and accept the facts.

11. *Have many interests and engage in many different kinds of activities.* If you act like you are bored and not interested in the job, the boss may suggest that you look somewhere else for something that interests you more. Be creative and find parts of the job you enjoy. Work at keeping yourself from being bored.

Now let's look at six different workers. They all do their work very well. However, some of their actions need to be improved. See if you can find the negative action that needs to be changed. Write the number of the action on the line. Then write what the worker should do to change that negative action to a positive action. Ready? Here we go.

EXAMPLE A

Mary is 18 and works in a restaurant. Toby's Restaurant is known for its fine food and excellent service. Mary is always well-groomed, and her uniform is always clean, free of wrinkles, the right length, and she mends every tiny seam that pulls out. She remembers instructions the boss gives and she takes the customers' orders correctly. Her arithmetic on the customers' checks is always correct. She works hard and wants to do her job well. However, she is afraid if she smiles too much, that will show she is having a good time and is not a hard worker. She wonders why she does not get as many tips as some of the other girls. After all, she does her work better than any of them.

What number from the list describes Mary's negative action?

How can Mary change her negative action to a positive one?

Fill in the blank on the handout with the positive action.

EXAMPLE B

Joe is a senior in high school. He also has a part-time job after school at Macey's Drug Store. He is scheduled to work Friday evenings, but just this week, the high school announced it would take busses to the district football play-offs this coming Friday. Since Joe will be graduating, this will be his last time to go to a play-off. He decided he would ask Paul, who is scheduled to work Saturday, to trade with him. But Paul remembered he wanted to trade with Joe a couple of weeks ago and Joe wouldn't trade then. Besides Paul wants to go to the football game, too. Joe decided to tell the boss he thought it was only right that he should be allowed to go since this would be his last chance. The boss tried to talk to Joe and show him how it would be really inconvenient for him if he went. But Joe could not see how it would be so bad. The boss allowed Joe to go, but he is still not happy about it. It was very difficult for him to find someone else to work.

Can you find two negative actions?

How should Joe change these actions?

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EXAMPLE C

Joan got a job at Kenny's Record Shop. Her hours were to be after school from 3:30 to 5:30 each day. It was necessary for her to walk 5 blocks from school to the store. Something seemed to happen every day so that she hardly ever got to work on time. Instead of changing her working schedule to begin work at 3:45, which would give her enough time to get to work, she made excuses for being late. The teacher kept her after school. There was an accident on the way. Her mother called her. Every day it was a different story. It was always someone else who caused her to be late. Joan is very friendly and does her job very well *after* she finally gets to work.

Find a negative action of Joan's.

How should Joan change?

EXAMPLE D

Mike is very interested in cars and is very good at fixing them. He thinks of himself as a real "pro" and spends many hours of his spare time working on his friends' cars. Last fall he got a job pumping gas at a service station near his home. The problem is that he just can't seem to stay away from the garage where the mechanics are working. It is true that often he can spot a car's trouble by listening to the engine. However, Mike's boss has told him many times that he bothers the mechanics whenever he tells them what they should do. But even though the boss has warned him, Mike goes right on telling the mechanics what they are doing wrong.

Find one negative action.

How can Mike improve?

EXAMPLE E

Just last week Kim went to work as a newspaper carrier. She must get up at 5 o'clock in the morning in order to get her papers rolled and delivered before 7 o'clock which is the time all papers are to be out. Kim was very excited about having a job and for the first week she did very well. During the second week getting up wasn't nearly as much fun. Then she complained that the papers were too heavy to carry. The weather turned colder and one morning there was snow on the ground. Kim felt that she was being mistreated because her mother wouldn't drive her around to make the deliveries. A lady who was not able to walk well called and wanted Kim to put her paper in the mail slot. Kim consented but she asked her if she knew how much trouble it was for her to get off her bicycle and walk all the way up the steps. Kim forgot that a business person such as a paper carrier should always be very pleasant. When she went to collect from her customers, she told them the amount they owed, took the money, and without a thank you or a smile walked down the sidewalk.

Can you find two negative actions?

How should Kim change?

Francis: *What is the difference between a hill and a pill?*

Annie: *A hill is hard to get up. A pill is hard to get down.*

(Go to next page)

EXAMPLE F

Kirk has to do a lot of things on his job at the nursing home which are not particularly fun. The old people are always asking him to do favors for them. Actually, his job is to fold clothes in the laundry room and then put the clothes on the shelves there or take them to the patients' rooms. The whole job really bores him. He does the same thing day after day after day. Old people just do not interest him either. In fact, he really does not like to do anything much except play with his dog and build models. Kirk thinks that those old people at the nursing home just do not know how to act. The least they could do is leave him alone when he carries the laundry in to them.

Now, find two negative actions.

What should Kirk do to change these actions?

Often it is very easy to change bothersome actions to positive ones which helps you to be a more likeable person. Think about it. What are you doing (which you may not even be aware of) that bothers other people but which you could easily change? Think carefully and be on the look-out for your negative actions.

Tiny: *I know this old man who always calls his car "Baby."*

Smarty: *Why is that?*

Tiny: *Because it never went anywhere without a rattle.*

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ACTIVITY 34: SEEING SOME OF MY ABILITIES

THINK ABOUT IT:

At times we think we cannot do anything. Other times we feel very good and we may even think we are able to do more than we really are.

Have you ever sat down and decided just what your abilities are? You may be surprised to find that you have many more than you might expect.

To know what you can do well, and to find out what you need to work on are both very important. Be aware of your abilities because they will take you where you want to go.

Zok says:
I have so many abilities! It makes my feet tired to carry all of them around.

OPTIONS:

A. *There Is This Person I Know Very Well Who . . .*

Write a story about yourself. Think of all your good qualities, the things you can do well, and the parts about you that people like. Be very truthful. Do not use the words, "I" or "me." Rather, write your story as if you were talking about someone you know. Name at least 5 jobs that this person (you) probably could do very well.

B. *Just What Are My Abilities — Let Me Think*

Every person is different. Some people seem to have many abilities. Others seem to only have a few. But probably all people have more abilities than they think they have. Look at the items on Handout 34-B (Worksheet 73). Think about yourself. Be very honest. Remember, there are no right or wrong answers. When you have finished the Handout, talk with your teacher about it.

C. *Can You Read The Newspaper Comics?*

On Handout 34-C (Worksheet 74), a number of abilities are listed. Think about each one of them. Which ones are your abilities all the time? Which are your abilities sometimes? Which are abilities that you do not have? After you have finished the activity, see which column has the most answers in it. In what area are you the strongest? The weakest? What does this tell you about your abilities? What does it tell you about your job future?

D. *Let's Talk About Me Today*

Plan this activity with your teacher. To help you think seriously about you abilities, ask your teacher and two or three of your best friends in the class to form a committee. Ask your "committee" to name all of your *good* qualities. No negative comments are to be made. You are only allowed to ask questions. However, your "committee" may disagree with each other. You cannot agree or disagree with what they say about you. Ask these and other questions to help them think of things about you:

—What do you like about my looks?
—What do you like best about my personality?
—In what school subjects do you think I am best?
—Would I work better with ideas, or with things?
—What kind of jobs would be best for me?

E. *Of Course I Am Strong . . . . Very Strong!*

Think about these qualities. Which ones would you say you have?

1. STRENGTH — I am in good condition. I could move heavy materials for several hours at a time.
2. READING — If a job needed me to read much and understand what I read, I could do that.
3. WRITING — I can write good sentences and paragraphs if a job would need me to do that.
5. WORKING WITH MY HANDS — I can work very quickly with my hands. Putting things together is easy for me. Figuring out how things work is not difficult for me. If a job needed me to use my hands, I would like that kind of job.
6. WORKING WITH PEOPLE — I enjoy being around people. It is fun just to talk. I would rather be with people than to be alone.
7. MATH — I am very good in math and could handle a job where math skills were used all the time.
8. OFFICE SKILLS — I can type. If a job needed a typist, I could handle that job. Other office machines are not a problem for me.
9. WORKING ABILITY — I like to work and enjoy seeing the boss pleased. Collecting a pay check is not the only reason I work. I also like to see a job done well.

Talk with your teacher, which of these are your strongest skills? Which are your weakest? What other abilities do you have?

F. *I'll Draw You A Picture*

Draw a cartoon which tells others how important it is that a person chooses a job which requires the abilities one has. For example: Someone who is weak and frail should never apply for a job working in a warehouse where heavy furniture needs to be moved all the time.

Question: What happened to the butcher who backed into the saw?
Answer: He got a little behind in his work.

Handout 34-B Activity 34: Seeing Some Of My Abilities

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Think about yourself. Answer the questions below by filling in the blanks to make true statements about you.

1. The best part about my looks is my ______________________________

because ______________________________

2. The reason my best subject is ______________________________, is because I
(name of subject)

____

3. People like me because I am ______________________________

and I am also ______________________________

4. If you asked me to name the five things that I do best, I would say:	5. And if you asked me to tell you two jobs where I could use that ability, I would say:
a.	a. b.
b.	a. b.
c.	a. b.
d.	a. b.
e.	a. b.

6. Now, as I think about what I have said about my abilities, this is how I feel about myself:

Handout 34-C **Activity 34: Seeing Some Of My Abilities**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Read the statement. Then make an "X" in the column which describes how you rate yourself on that ability.

READING ABILITY:	YES	SOME-TIMES	NO
Can you read the newspaper comics?			
Can you understand your textbooks?			
Can you read and understand a 12th grade textbook?			
Could you put 100 items in alphabetical order?			
Can you correctly spell most of the words you need to use?			
Can you write so that other people can read it?			
MATH ABILITY:	YES	SOME-TIMES	NO
If an amount was $2.41, could you give a customer the correct change for a $20 bill?			
Could you find the cost for 14 items by adding them together?			
Could you multiply and find the cost of 67 items if you knew that one item cost $.97?			
Could you divide a number by 78?			
Can you do fractions?			
MECHANICAL ABILITY:	YES	SOME-TIMES	NO
Can you change a back tire on a 10-speed bicycle?			
Can you repair a leaky faucet?			
Can you repair a small appliance such as a toaster?			
Can you follow directions (using a recipe or building a model)?			
Can you type at least 30 words a minute?			
PHYSICAL ABILITY:	YES	SOME-TIMES	NO
Can you work on the same project for several hours without giving up before you finish?			
Could you lift objects weighing 20 pounds for several hours at a time?			
Do you usually feel well?			
Can you work several hours where it is very hot or very cold?			
Do you have trouble getting up in the morning?			
Can you understand what is being said even if there are loud noises in the background?			
Do you see as well at night with the lights on as you do in the daytime?			
If you were first at an accident, would you know what to do?			
WORKING ABILITY:	YES	SOME-TIMES	NO
Do you like being around a lot of people?			
Do you like to talk to old people?			
Can you do things with kids your own age without getting into arguments?			
Could you do what the boss says without arguing?			
Could you leave in the middle of your favorite T.V. show to go to work?			
Are you always on time?			
Do you have good control of your temper?			
Do you like to work?			

ACTIVITY 35: WHAT CAN I DO ABOUT MY LIMITATIONS

THINK ABOUT IT:

What are limitations anyway? Limitations are skills we do not have. They are weaknesses that keep us from being able to do some things.

All of us have limitations. People are all different. Some people have more limitations than others. But, remember, we all have weaknesses and strengths.

It is important for you to be able to realize what your strengths and weaknesses are. Whatever you do well, find more ways to use that skill. Those things you cannot do, work at learning to do them better.

If a job needs a skill which is one of your limitations, you will know you should not select that job. The more skills you have, the more different jobs you will be able to do.

Z. J. says:
My weaknesses? Can't think of one!
No sir, not one!

OPTIONS:

A. *What Is The Meaning Of The Word, "Limitations"?*

Look up the word "limitations" in the dictionary. What does it mean? Write a paragraph (at least 5 sentences.) Tell about limitations as they relate to skills and a job. Should you choose a job which needs someone with skills you do not have? If you say you have limitations, does that keep you from ever getting that job? What do you think?

B. *My Math Ability Is Really One Of My Limitations*

Think about yourself. On Handout 35-B (Worksheet 75), list your limitations. Write down as many as you can. Then name three jobs for each of your limitations which, for sure, you would not apply. Think about these skills as you think about your limitations:

Math
Reading
Writing
Physical strength
Ability to work with your hands
Ability to work well with people
Ability to run machines
Ability to make decisions quickly
Ability to create new things or ideas
Ability to take or give orders
Ability to work on your own

C. *Persons May Have These Limitations*

Ask two of your friends who have not done this activity to join you. Together make a list of reasons why people lose their jobs or are not hired in the first place. Start your list this way:

- Could not run the machines
- Could not keep up with everyone else
- Could not read the material well enough

Can you think of 50 different limitations? It is a good thing we all have different limiations, isn't it?

D. *If You Want To Be Able To Read Better, You Might . . .*

Some limitations can be overcome. That is, not all limitations need to be yours for all time. You can learn how to make the limitations less in your life. Or, you may learn how to make them disappear altogether. If one of your imitations was that you were blind, no doubt you always would be blind. But you could make the best of it. You could learn to read Braille. You could go to a school for the blind. You could *learn* to live fairly well. On Handout 35-D (Worksheet 76) some limitations are given. You are to think what should be done. Are any of these limitations yours?

E. *Every Limitation Can Be Improved*

Make a poster. Have it show ways to make your limitations less of a problem. Here are some suggestions:

- Take a class
- Get someone to teach you
- Write for information
- Read books
- Practice
- Get help from your teacher
- Ask the counselor
- Go to a doctor

F. *To Be Or Not To Be . . . Fat*

What limitation of yours would you like to make less of a problem? Name one of your limitations. Then show step-by-step what you might do to improve it. For example:

LIMITATION: I am overweight

REASONS FOR WANTING TO IMPROVE LIMITATION:

1. The kids tease me
2. I never look really neat
3. My size keeps me from getting some good jobs

POSSIBLE WAYS I COULD IMPROVE:

1. Get a diet from the doctor
2. Join a weight group
3. Go on a diet with a friend
4. Go on a diet by myself

MY PLAN FOR IMPROVING:

1. Get a good diet from the doctor
2. Weigh myself once a week
3. If I gain, I won't go out on Saturday or Sunday
4. If I lose, I can go out both times
5. I want to lose 30 pounds in one year

What are your limitations? How will you deal with them?

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Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Think of things about you that keep you from doing some things. These are your limitations. All of us have them. List your limitations. Then name 3 jobs that you could not do because of each limitation.

MY LIMITATIONS	3 JOBS WHICH MY LIMITATIONS WOULD NOT LET ME HAVE NOW
1.	1. 2. 3.
2.	1. 2. 3.
3.	1. 2. 3.
4.	1. 2. 3.
5.	1. 2. 3.

DIRECTIONS: Again list your limitations. Think of ways in which you might be able to overcome these limitations.

LIMITATION (COPY THE ONES ABOVE)	NAME WAYS YOU MIGHT OVERCOME THAT LIMITATION
1.	
2.	
3.	
4.	
5.	

Handout 35-D **Activity 35: What Can I Do About My Limitations**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Some limitations (weak skills) are listed in the first column. What could someone with that limitation do to improve it. For example: If you wanted to sing well – you might take voice lessons *or* you might join a choir *or* you might practice with a record. Look at these. Think of two ways one might improve a limitation in that area.

LIMITATION	TWO WAYS TO IMPROVE
1. You want to shoot better in basketball	______ or you might ______
2. You have poor math skills	______ or you might ______
3. You want to be able to give a speech	______ or you might ______
4. You want to be able to read better	______ or you might ______
5. You want people to like you more	______ or you might ______
6. You want to learn more about engines	______ or you might ______
7. You want to get more strength	______ or you might ______
8. You want to be able to do a cartwheel	______ or you might ______
9. You want to be better able to follow directions	______ or you might ______
10. You want to be able to cook better	______ or you might ______

ACTIVITY 36: KEEPING A JOB TAKES WORK

THINK ABOUT IT:

Once you get a job, it does not mean you will always have it. You must work hard to keep it.

Here are a few of the things you must remember:

1. Do the job you were hired to do.
2. Get along with the people you serve (such as customers).
3. Get along with the boss.
4. Get along with other workers.
5. Be on time, prepared, and interested.

Each is important and takes effort on the worker's part.

Zelda says:
Keep my mind on my job when there are so many other things to think about? Never!

OPTIONS:

A. *Who Would Be A Good Speaker?*

Plan this activity with your teacher. Ask an employer to come talk to your class about what workers should do to keep a job once they are hired. What should be remembered about getting along with the boss? With co-workers? With customers? What else would you suggest? You will introduce the speaker and you will send, by mail, a thank-you letter.

B. *Check This List!*

On Handout 36-B (Worksheet 77), a list is given of things to do and things not to do in order to keep a job. Can you pick out the things you are not to do? Try it!

C. *First, The Wrong Way; Then The Right Way*

Plan a skit for one of these topics:

- Getting along with a crabby customer
- Taking orders from a boss who is always right
- Being scolded by a co-worker for something you did not do
- Keeping busy, but not doing what you're supposed to be doing
- Acting bored and being uninterested in the job

After you have planned what you will do and have practiced, give the skit for the class. Then ask classmates to volunteer to show the same situation. This time, however, they are to show how a worker behaves in the right way to make everything *more* pleasant. If things go well, you are more apt to keep your job.

D. *Fill In The Blanks With These Words*

You must remember to do a number of things to keep a job. These are listed for you on Handout 36-D (Worksheet 78). A puzzle is also given. Fill the words in, in the right places. Can you think of other things a worker must do to keep a job?

E. *This Is A True Story*

Write a true story about someone you know who has had problems keeping a job. Tell about the times the boss might have been unhappy. Or when co-workers did not like the way the worker behaved. How do bad feelings keep people from working at their best? End your story by telling what you think the worker should have done. Your teacher may want you to share your story with the class. Discuss it.

F. *I Think That Person Should Have Been Kinder*

Find a newspaper article or magazine article about someone who lost his or her job. (You can usually find someone in a government job who is being fired.) Bring the article to class. Try to decide what the person did that caused the problems. What went wrong? Who was at fault? What could have been done to keep it from happening? Write a paragraph. Give the worker suggestions as to what he or she would have done differently to keep the job.

Jack: *How did your mother find out you didn't take a bath?*
Jill: *I forgot to wet the soap.*

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at the list below. Most of the items are ways to keep a job. Three items are things a good worker will *not* do. Write the numbers of the wrong things on the lines below.

1. Always be on time to work.
2. Be clean and use a deodorant.
3. Dress in the right way for the job being done.
4. Be friendly with everyone.
5. Smile.
6. Always tell the truth.
7. Be able to listen and remember what is said.
8. Tell the boss what everyone is doing wrong.
9. Be able to take directions.
10. Use your time well.
11. Do the necessary tasks without always being told.
12. Be willing to do even the things that are unpleasant to do.
13. Be agreeable with the other workers.
14. Be helpful to other workers.
15. It is fine if you take a few supplies home now and then from work.
16. Accept suggestions for doing your job better.
17. Ask questions when you are unsure what to do.
18. Act interested in your job.
19. Take sick leave only when you are sick.
20. Tell the boss at least two weeks before you quit a job.
21. Make up excuses if your work does not please the boss.

    a. __________

    b. __________

    c. __________

22. Name two other things good workers do.

    a. ______________________________

    b. ______________________________

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Handout 38-D **Activity 38: Keeping A Job Takes Work**

Name ____________________

Date ______________ S.S.# ______________

DIRECTIONS: Listed below are words which tell about keeping a job. Use the words to fill in the puzzle.

5 letters
smile
think

6 letters
listen
be kind

7 letters
be clean

8 letters
be on time
be honest
remember
keep busy

9 letters
be willing

10 letters
be friendly
give notice

11 letters
be agreeable
say thank you

12 letters
look for tasks
enjoy working

13 letters
help co-workers
come regularly
no complaining

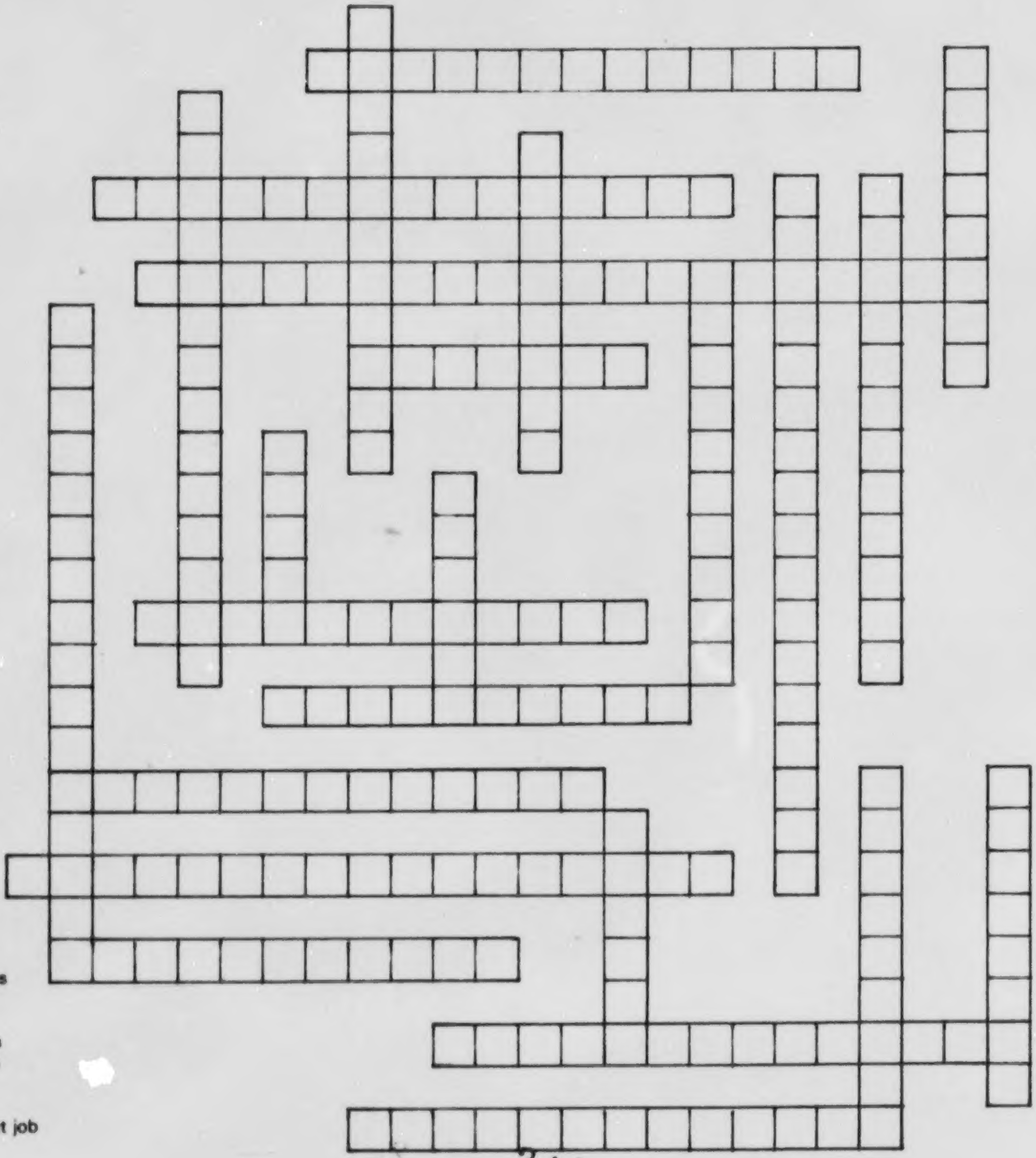
14 letters
dress for the job
take directions

15 letters
use your time well

16 letters
do not make excuses

17 letters
do unpleasant tasks
ask others for ideas

22 letters
ask questions about job



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ACTIVITY 37: ACCEPTING RULES AS NECESSARY

THINK ABOUT IT:

Some rules are for home.

Other rules are for school.

There are rules at work.

And there are rules on the street.

Rules are important to keep things in order, but,

Sometimes rules bother us.

It is hard to accept some rules.

But things would really be in bad shape if we did not have rules.

Zeno says:
Rules, rules, rules! The best rule is, "Everyone needs sleep . . . lots of sleep!"

OPTIONS:

A. *A Rule For This And A Rule For That!*

Ask two friends to join you. Divide a sheet of paper into four equal parts. Write one of these titles in each of the four squares:

1. Home rules
2. School rules
3. Work rules
4. Street rules

Now, all three of you think of rules to write in each section. You will think of many. Why must we have so many rules? Should some be dropped? Why do you say that?

B. *Could We Last One Day Without Rules?*

Why are there so many rules? Choose one of these topics. Write a story or tell the class about one. Let your imagination run wild. What would it be like if there were:

1. No rules at the factory
2. No rules at school
3. The clocks all stopped
4. No rules on the street
5. No police officers

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Or, if you had control of making new rules, how would you change the rules we have now? Would things really be better if some rules were changed? Which ones?

C. *One Rule Is, "You Must Be On Time"*

Employers must have rules. If they did not, nothing would get done. Draw pictures or find ones to show rules employers must have for their workers. Label them.

D. *Are There Rules Which Do More Harm Than Good?*

On Handout 37-D (Worksheet 79), you are to think of rules you use. Think carefully because there are so many different ones.

E. *Now That Rule Doesn't Make Sense*

Rules are so common we often forget about them. But there they are, and usually for a reason. Rules may not be the same for all people everywhere, however. On Handout 37-E (Worksheet 80), some rules are given. Think of a reason why the rule was made in the first place. Write it on the line. Can you think of three rules which are out-dated because of changing times?

F. *Here Are The Rules For The "Newlywed Game"*

Watch a T.V. game show. What are the rules? List them. Then tell why it is necessary to have the rule. Some rules are given at the beginning of the show. Others are never said aloud but everyone knows they are there. Your list may start out like this:

Name of Show: The Newlywed Game

Rules: (1) Four couples are contestants — Reason: More or fewer people would change the game.
(2) One person from each couple leaves the room — Reason: So they cannot hear the answers
(3) The host will ask questions to each of the remaining persons — Reason: To ask the same questions makes it fair for all contestants
(4) The answers given are written on cards — Reason: To prove exactly what the person said

***Pete:** Why do you play so much golf?*
***Andy:** My doctor said I must take my iron every day.*

Handout 37-D **Activity 37: Accepting Rules As Necessary**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Think about these rules:

- —Home Rules
- —School Rules
- —Work Rules
- —Street Rules

Say what you think about these statements:

A. The hardest rule for me to follow: ______________________________

B. A rule that is broken often: ______________________________

C. Two rules I would love to change:

1. ______________________________
2. ______________________________

D. The rule that protects the most people: ______________________________

E. A rule that I think is the best: ______________________________

F. Three rules that do not bother me at all:

1. ______________________________
2. ______________________________
3. ______________________________

G. A rule that does more harm than good: ______________________________

I. Can you think of rules that seem useless?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Name ______________________________

Date ______________ S.S.# ______________

If the rule at *home* is:	The reason for that rule is:
1. Be in by ten o'clock	
2. No wrestling in the house	
3. No loud music after ten o'clock	
4. You must pay for your own entertainment	
If the rule at *school* is:	The reason for that rule is:
1. Be on time or serve detention	
2. No smoking on the school grounds	
3. Do not be outside the classroom during classes without a hall pass	
4. You must have 40 credits in order to graduate	
If the rule at *work* is:	The reason for that rule is:
1. You must call in if you will be late or absent	
2. You must not work more than eight hours a day	
3. You must wear a hair net or wear your hair no lower than the ear lobe	
4. You must punch the time card yourself upon coming to or leaving work	
If the rule on the *street* is:	The reason for that rule is:
1. Cross busy streets only at crosswalks	
2. Do not ride bicycles on the sidewalk	
3. Drive the right direction on a one-way street	
4. Drive 25 miles per hour	

ACTIVITY 38: LEARNING TO MAKE DECISIONS

THINK ABOUT IT:

Everyday we make hundreds of decisions. If only one idea at a time presents itself, we have no problems. But when several choices appear, problems begin to arise.

A way to help decide is to follow this plan:

1. Name the problem.
2. Think of all the options. List them.
3. For each option, think of all the reasons for and against that option.
4. Choose the best solution.
5. Try that solution.
6. Decide if it was a good choice or not.
7. Make a new plan if it is needed.

See page 191 for an illustration to help you see how decisions are made.

Zora says:
Decisions, decisions, decisions! Why should I have to choose?

OPTIONS:

A. *Yesterday I Made These Decisions*

Think about yesterday. What decisions did you make. What choices were there? Use Handout 38-A (Worksheet 81) for listing your decisions.

B. *What Possible Solutions Would There Be*

On a poster name a problem. Either draw pictures or cut pictures from magazines to show possible solutions to that problem. Under each picture tell how it would help solve the problem.

C. *Channel 3 Presents a Problem*

Watch a T.V. program where a problem arose. Write a paragraph telling how the problem was solved. Tell what steps were taken. Do you think it was the best way to solve the problem? Why do you say that?

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D. *"Initiative" Means Doing Things That Need To Be Done Without Being Told*

Decisions must be made at work, too. It is easier to let someone else tell you what to do all the time. But a good worker does not wait to be told. A good worker sees things that need to be done, and goes ahead and does them. This is called, "initiative." If the floor needs to be swept, a person who has initiative sweeps the floor. Think about initiative. Plan a skit which shows a worker who waits to be told to do everything. Then show how the same worker makes a decision on his or her own to do what needs to be done at that moment. Give your skit for the class. Then discuss "initiative" and "decision making."

E. *Let Me Tell You About Georgette*

Think of one of the workers below. Write a story or tell one about one of them. How did he or she show initiative on the job? What decisions does each one have to make on his or her own?

Georgette cleans motel rooms.
Kirk stocks grocery shelves.
Greg sells magazines door-to-door.
Gina babysits.

F. *Let Me Name The Seven Steps For Making A Decision*

Think about these decisions:

What should I do about getting to work?
What should I do about my grades?
What should I do about getting along with my parents?
What should I do about getting a stereo?
How could I be more popular?

Is any one of these your problem right now? Think of a big problem and then work through it. You may want to look at page 191 again to help you remember the steps. When you have it worked out in your mind, talk with your teacher. Remember, use the steps:

1. Name your problem
2. Name at least 3 possible solutions
3. Think about each solution carefully
4. Pick the best solution
5. Try out the solution
6. Evaluate the results
7. Make a new plan if needed

Jeff: My, the flies are sure thick around here.
Chris: Ah, I see you like them thin.

Handout 38-A **Activity 38: Learning To Make Decisions**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Think of some of the decisions you made yesterday. Fill in the blanks. At first you may say you did not make that many decisions. But think carefully . . .

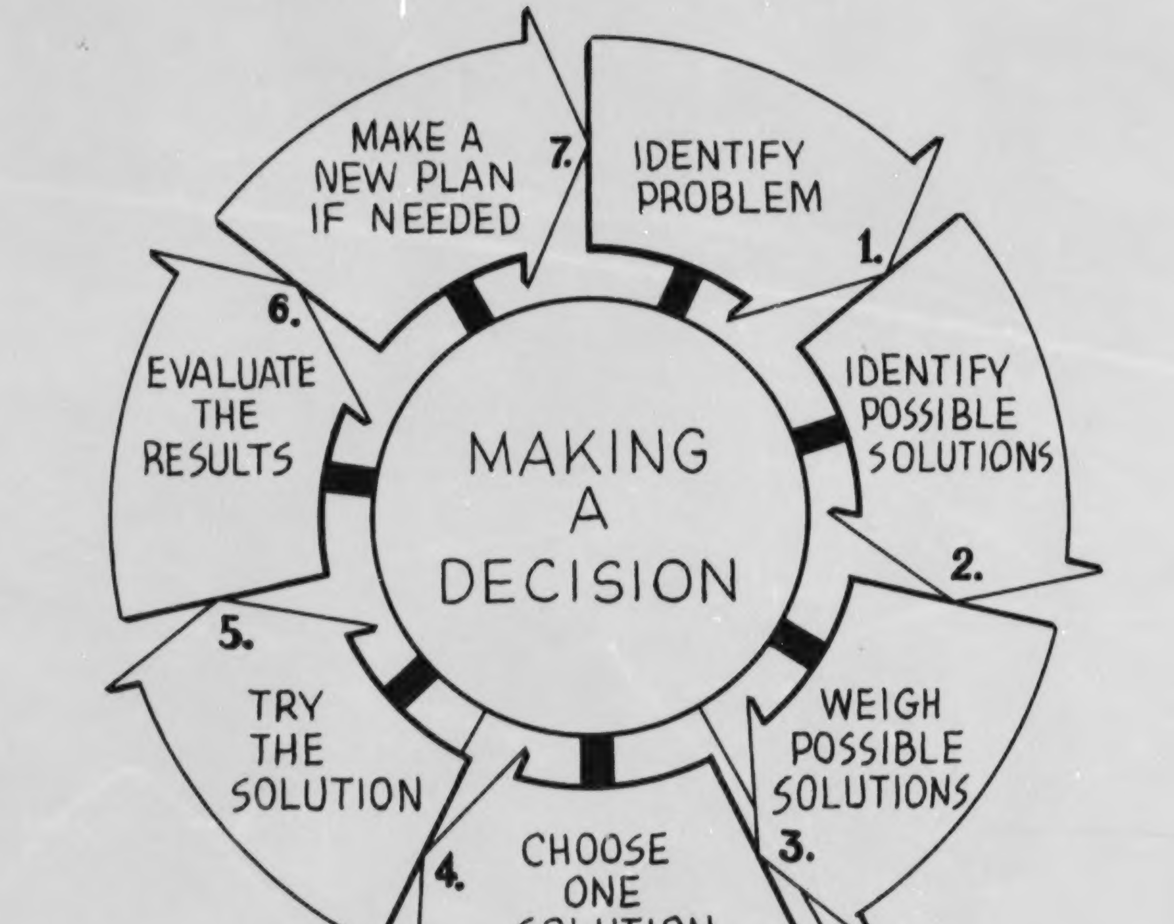
Question you asked yourself	Choices — circle the one you decided upon	Was it a good decision? Why?
Example: What shall I eat?	Salad — Sandwich — [✓ Pizza] Yogurt — Candy bar	No, because I want to lose weight
1.		
2.		
3.		
4.		
5.		
6.		

Jean: *While fishing I spotted a whale.*
Jan: *Nonsense. Who ever heard of a spotted whale?*

Liz: *Where would you go to see a man-eating fish?*
Dave: *A seafood restaurant.*

Mary: *Can a fish take a shower?*
Sarah: *Yes, he jumps up when it is raining!*

To be used with Activity 38


MAKING A DECISION
1. IDENTIFY PROBLEM
2. IDENTIFY POSSIBLE SOLUTIONS
3. WEIGH POSSIBLE SOLUTIONS
4. CHOOSE ONE SOLUTION
5. TRY THE SOLUTION
6. EVALUATE THE RESULTS
7. MAKE A NEW PLAN IF NEEDED
RESOURCES AVAILABLE
NEEDS & WANTS
VALUES & GOALS

ACTIVITY 39: STAYING WITH A TASK UNTIL IT IS DONE

THINK ABOUT IT:

Have your teachers ever said to you, "You didn't finish this assignment."

Mothers, too, often tell their children to finish the job they started.

It is very easy to be doing a task, come to a hard part, and leave it for later. Often it never gets done.

Employers want workers who will finish the tasks they start out to do. Someone who always leaves jobs undone, may soon be looking for a new job.

It takes effort to keep at a task when you get tired, or when you come to a hard part. Form the habit of finishing a job once you start it. It will pay off for you, if you do.

Zeno says:
Clean my room? Why bother? It will just need it again next week!

OPTIONS:

A. *That's A Lot Of X's*

Get Handout 39-A (Worksheet 82). Do this Option when you have at least 30 minutes when you will not be disturbed. Once you start, do not stop for anything. How did you feel when you finished? Did you feel tired? Were you glad to be done?

B. *Ten Of The Hardest Tasks To Finish*

Name 10 things that you do that you often leave before you finish the task completely. Decide how long it takes to do the whole task? How long after you begin do you stop? Label your paper in this way:

Ten things I often do not finish	How long it takes to do the whole task	I usually stay with the task this long

What could you do to keep at the project? Could you give yourself some reward if you kept at the task the whole time?

C. *Could You Count Pens All Day?*

Sometimes at work you will be told to do a task that takes time to finish. The employer will want you to stay at the task until it is done. Can you stay at one job even for two hours at a time? Could you count small items all day? Write a paragraph or a story. Tell how you could teach yourself to stay with the job even if you had to do the same thing over and over.

D. *Finally A Task Completed!*

Go home tonight. Find some task that you began some time ago. Finish what you had started. What was it you did? How long did it take you? Why did you stop before? Was it hard to pick up where you left off? Tell your teacher about what you did. Be sure to talk about how you felt when you left the job. How did you feel when you thought about getting back to the job? How did you feel as you caught up to where you were before? And, how did you feel when you finished?

E. *Three Days Or One?*

Getting started again, once you have stopped, is difficult. Do this exercise. It will take three days.

Day 1 = Write down the time.
Get a piece of paper. Draw 3 circles.
Have your teacher sign it.
Write down the time.

Day 2 = Write down the time.
Draw a square around each circle.
Have your teacher sign it.
Write down the time.

Day 3 = Write down the time.
Mark an "X" in each circle.
Have your teacher sign it.
Write down the time.

Day 4 = Write down the time on a clean sheet of paper.
Draw 3 circles.
Draw a square around each circle.
Mark an "X" in each circle.
Have your teacher sign his or her name 3 times. Write down the time.

How much time did it take to do the task when it was spread over 3 days? And when it was all done at the same time? Why was it faster to do it all at one time? Talk with your teacher about your findings. Be sure to finish the task!

F. *What May Happen If You . . .?*

Some stories are given on Handout 39-F (Worksheet 83). Think about what might happen if these jobs were not done. Write what you think might be the results.

Handout 39-A **Activity 39: Staying With A Task Until It Is Completed**

Name ______________________________

Date _______________ S.S.# _______________

DIRECTIONS: This is a test for you. You are to make 8 rows of 8 X's in each box. Do not stop working once you begin! If you stop for any reason, get another sheet and start over again!

Mark the time you start here _______________

Start here!	Now do this one	Then this one
Don't stop yet!	Keep going!	Is your hand tired?
Don't stop!	Keep on!	Almost through!
		THE END

What time is it now? __________ How long did it take you? __________ Congratulations. Did you keep going all the way through? __________ What did you learn about keeping at a job until it is done?

____

____

____

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Think of what might happen if you were told to do this task and you quit it in the middle. Write your answer in the box.

TASK	What may happen if you stop before the task is done?
1. You were to get ice cream for the office party. On the way back, you stop to talk for half an hour with your best friend.	
2. You are to mop the floor at the restaurant between afternoon coffee break customers and dinner customers. Why must you finish as soon as you can?	
3. You are to put liquid wax on the floor in one smooth even coat. You are not to stop once you begin. Your break time comes. What should you do?	
4. Salads are to be completed 30 minutes from now for the banquet for 500 people. You are really tired but it's your job to get them done.	
5. You are to help unload the truck that is bringing supplies to the store. Four of you are to help. You are tired so you'll let the other three do the rest.	
6. All persons in the nursing home are to be checked every hour to see if they have any needs. It's midnight. If you take a nap no one will ever know you didn't check. You are so sleepy.	
7. The animals at the kennel are to have fresh water four times a day on hot days. Today it's so hot! You will do half now and half at the next time.	
8. You are glueing some wood panels together. You glue too many parts to get them all done before it is time to go home.	
9. Snow is falling. You get 30 feet of a 100 foot driveway clean. It's just too cold to finish shoveling the driveway tonight. It will be much deeper by morning.	
10. The lines at the check-out are very long. You are to sack groceries for as many checkers as you can. Ice is forming on everything outside. So, you ask customers if they can get their own groceries to their cars.	

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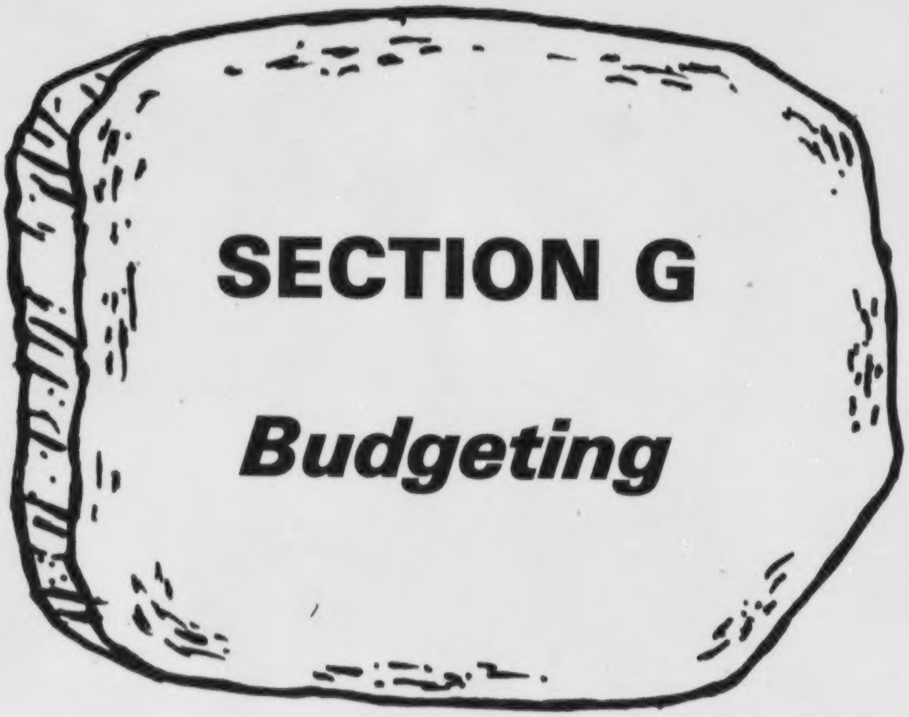


SECTION G

Budgeting

ACTIVITY 40: UNDERSTANDING HOW PAYCHECKS ARE FIGURED

THINK ABOUT IT:

You have heard people talk about "take home" pay. Take home pay is the amount of money you have left after taxes and deductions have been made. If you earn $100 a week, your take home pay will be less than $100. The stub on your check will tell you how much has been taken out and for what purposes.

Your check stub may show deductions for:

Federal Taxes
State Taxes
Social Security (F.C.I.A.)
Health Insurance
Disability Insurance
Other

Zelda says:
Pay road tax? I don't even own a dinosaur.

You will need:
—Page 201
—Handout 40-A

OPTIONS:

A. *Numbers, Numbers, Numbers*

Find out the meaning of these words:

overtime
gross pay
net pay
deduction
exemption
withholding

Look at the paycheck stub on page 201. A lot of numbers are shown, but each number tells something about a paycheck. On Handout 40-A (Worksheet 84), questions are asked about Grant's paycheck. Can you find all the answers from that one stub?

B. *Let Me Explain My Check To You*

Bring a stub end from one of your paychecks. If you do not have one, ask someone for one. Number the parts of the stub. Tell what each part means. You may want to look at page 201 again to help you remember what each part means.

C. *You Be The Employer and Figure Taxes*

On pages 203-206, scales are given as to amounts deducted for Federal taxes as well as Social Security benefits. The State tax for 0 exemptions is 2.5%. It has been figured for you. The money subtracted from your check is put into separate funds. Remember, while you are in school, you will get most of the money back from the State and Federal Governments. You will not, however, get it back unless you file (ask) for it. But right now, you be the employer. You will need Handout 40-C (Worksheet 85).

D. *Checking Your Check*

Bring your last paycheck to class. Use the charts on pages 203-206. Figure State tax at 2.5% for 0 deductions. Did the employer take out the right amount? Check to see if your wages were figured correctly. Talk with your teacher about what you find out. Were mistakes found? What do you think you should do if you find a mistake on your paycheck? What person would you go to?

E. *Let's Practice What We Should Say*

Role play with a classmate these situations. Decide what person you would talk to, and practice what you should say to them if:

a. You think you worked more hours than they say you did.
b. You want to find out what a certain deduction on your check is.
c. You think you received too much money.
d. You want to change the number of deductions.
e. You think your tax deduction is too high.

F. *How Much Does He Get Paid An Hour?*

You are the employer. Figure wages for these people:

NAME	WAGE	REGULAR HOURS WORKED	OVERTIME HOURS (1 ½ time)	GROSS EARNINGS
Lee	$3.10 per hr.	23	0	?
Peggy	$3.50 per hr.	40	2	?
Helen	$3.10 per hr.	15	0	?
Bob	$3.65 per hr.	37	0	?
Gary	$5.40 per hr.	40	8	?

You might want to figure State, Federal, and F.I.C.A. withholdings, too. How much take-home pay would each person get? Use the charges for Federal taxes on page 203 and for Social Security tax on pages 204-206. Figure State tax at 2.5%.

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at the check stub on page 201. Also look at the explanation of terms. Answer these questions about Grant's paycheck.

1. What day was the last working day on the check? ______________
2. How many hours did Grant work? ______________
3. Did he work any overtime? ______________
4. How much did he earn before any taxes were taken out of his check? ______________
5. How much federal taxes did they take out? ______________
7. How much Social Security was deducted? ______________
8. Did Grant have to pay for any uniforms? ______________
9. What was the total amount taken out of this check for federal, state, and Social Security taxes? ______________
10. What had been the total amount taken out of Grant's check for federal taxes since January 1, 1979? ______________
11. What had been the total amount taken out of Grant's checks for state taxes since Janaury 1, 1979? ______________
12. How much Social Security had been taken out since January 1, 1979? ______________
13. How much had Grant taken home since January 1, 1979? ______________
14. How much had Grant earned since January 1, 1979? ______________
15. How much was his check this time? ______________
16. This was Grant's second check of the year. How much was his first check? (Hint: subtract Gross Earnings from Y.T.D. Gross). ______________
17. What is Grant's Social Security number? ______________

Handout 40-C **Activity 40: Understanding How Paychecks Are Figured**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS:
1. Find out what the word "exemption" means.
2. When do you need to know about exemptions?
3. Why do you sometimes claim 1 exemption and sometimes 0?
4. What is the abbreviation for the word "exemption"?

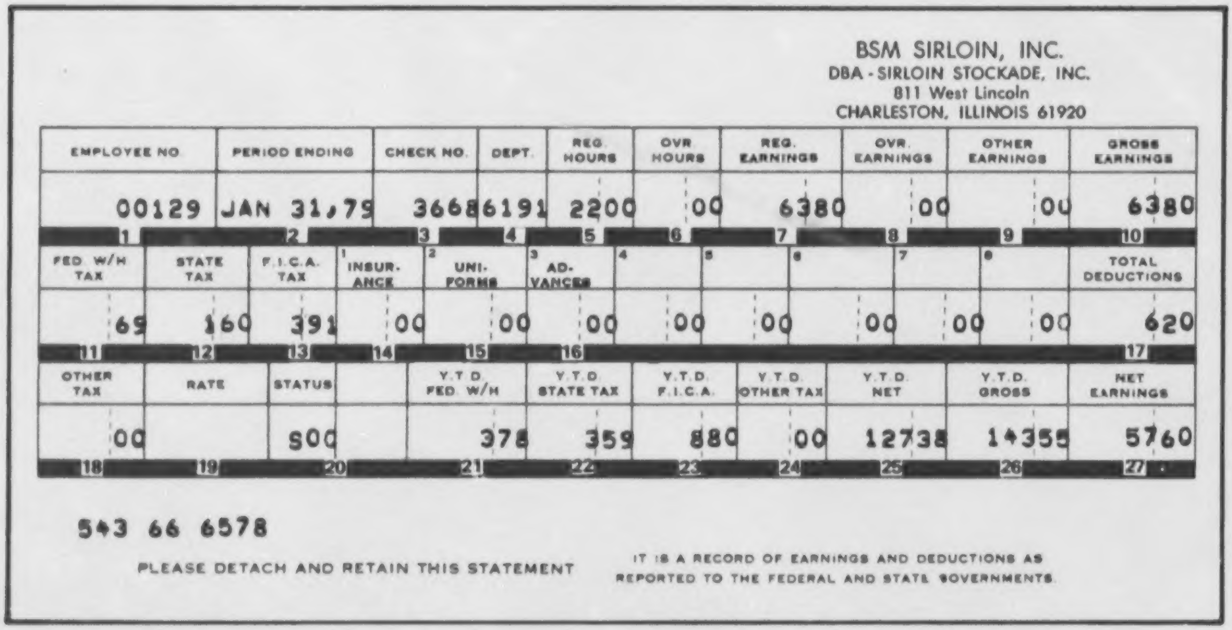
Now, you are the employer. It is time to pay your workers. Look at the charts on pages 203-206. How much would you take out of each person's check? (Figure either 0 or 1 exemptions). Then figure the total amounts you would mail to each organization.

Name	Total Earnings for the Month	State Withholding (2.5% for 0 Exemption)	Federal Withholding (0 Exemption)	F.I.C.A. (Social Security)	Total Deductions	Net Earnings (what is left)
Bill Williams	$120.00	$ 3.00				
Barbara Ott	$ 63.00	$ 1.57				
Hope Oswald	$330.00	$ 8.25				
Joan Smith	$177.00	$ 4.43				
Bart Cobb	$975.00	$ 24.38				
Richard Lawson	$1250.00	$ 31.25				
Rebecca Libby	$540.00	$ 13.50				
Kristine Wheeler	$724.00	$ 18.10				
TOTALS for each organization		$104.48				

(To be used with Handout 40-A)

Paycheck Terms

1. *Employee No.* — A number the company gives each worker.
2. *Period Ending*—The last day of work on this check.
3. *Check No.*—Number the company looks up in their check book if there is a problem.
4. *Dept.*—Department of a business which pays you.
5. *Reg. Hours*—The regular hours you worked (usually up to 40 hours a week).
6. *Ovr. Hours*—Overtime hours (usually over 8 hours a day, or 40 hours a week).
7. *Reg. Earnings*—Hours worked multiplied by the rate paid for each hour.
8. *Ovr. Earnings*—Overtime hours worked multiplied by rate for each overtime hour.
9. *Other Earnings*—Money you made other than for your regular job.
10. *Gross Earnings*—Total money you earned before any was taken out.
11. *Fed. W/H Tax*—Federal Withholding Tax. Tax you pay to the U.S. Government.
12. *State Tax*—Tax you pay to Illinois.
13. *F.I.C.A. Tax*—Federal Insurance Contributions Tax. Social Security which will be issued monthly at age 65, or when handicapped.
14. *Insurance*—Health or life insurance payments taken out of your check.
15. *Uniforms*—Payment for a uniform required for the job.
16. *Advances*—Money paid to you before the regular pay day.
17. *Total Deductions*—Taxes, social security and everything taken out before the check is given.
18. *Other Tax*—Any special tax.
19. *Rate*—Amount earned for each hour.
20. *Status*—The type of position you hold, such as manager, assistant, regular.
21. *Y.T.D. Fed. W/H*—Total federal taxes taken out since January 1 of this year.
22. *Y.T.D. State Tax*—Total state taxes taken out since January 1 of this year.
23. *Y.T.D. F.I.C.A.*—Total social security tax taken out since January 1 of this year.
24. *Y.T.D. Other Tax*—Total other taxes taken out since January 1 of this year.
25. *Y.T.D. Net*—Total amount you have *received* since January 1 of this year.
26. *Y.T.D. Gross*—Total amount you have *earned* since January 1 of this year.
27. *Net Earnings*—Amount of this check after everything is taken out.



BSM SIRLOIN, INC.
DBA - SIRLOIN STOCKADE, INC.
811 West Lincoln
CHARLESTON, ILLINOIS 61920

EMPLOYEE NO	PERIOD ENDING	CHECK NO.	DEPT.	REG. HOURS	OVR HOURS	REG. EARNINGS	OVR. EARNINGS	OTHER EARNINGS	GROSS EARNINGS
00129	JAN 31,79	3668	6191	2200	00	6380	00	00	6380
1	2	3	4	5	6	7	8	9	10

FED. W/H TAX	STATE TAX	F.I.C.A. TAX	1 INSUR-ANCE	2 UNI-FORMS	3 AD-VANCES	4	5	6	7	8	TOTAL DEDUCTIONS
69	160	391	00	00	00	00	00	00	00	00	620
11	12	13	14	15	16						17

OTHER TAX	RATE	STATUS		Y.T.D. FED. W/H	Y.T.D. STATE TAX	Y.T.D. F.I.C.A.	Y.T.D. OTHER TAX	Y.T.D. NET	Y.T.D. GROSS	NET EARNINGS
00		S00		378	359	880	00	12738	14355	5760
18	19	20		21	22	23	24	25	26	27

543 66 6578

PLEASE DETACH AND RETAIN THIS STATEMENT

IT IS A RECORD OF EARNINGS AND DEDUCTIONS AS REPORTED TO THE FEDERAL AND STATE GOVERNMENTS.

(To be used with Handout 40-C)

FEDERAL WITHHOLDING

SINGLE Persons — MONTHLY Payroll Period

And the wages are—			
At least	But less than	0	1
$0	$120	$0	$0
120	124	.60	0
124	128	1.20	0
128	132	1.80	0
132	136	2.40	0
136	140	3.00	0
140	144	3.60	0
144	148	4.20	0
148	152	4.80	0
152	156	5.40	0
156	160	6.00	0
160	164	6.60	0
164	168	7.20	0
168	172	7.80	0
172	176	8.40	0
176	180	9.00	0
180	184	9.60	0
184	188	10.20	0
188	192	10.80	0
192	196	11.40	0
196	200	12.00	0
200	204	12.60	.10
204	208	13.20	.70
208	212	13.80	1.30
212	216	14.40	1.90
216	220	15.00	2.50
220	224	15.60	3.10
224	228	16.20	3.70
228	232	16.80	4.30
232	236	17.40	4.90
236	240	18.00	5.50
240	248	18.90	6.40
248	256	20.10	7.60
256	264	21.30	8.80
264	272	22.50	10.00
272	280	23.70	11.20
280	288	25.10	12.40
288	296	26.60	13.60
296	304	28.00	14.80
304	312	29.40	16.00
312	320	30.90	17.20
320	328	32.30	18.40
328	336	33.80	19.60
336	344	35.20	20.80
344	352	36.60	22.00
352	360	38.10	23.20
360	368	39.50	24.50
368	376	41.00	26.00
376	384	42.40	27.40
384	392	43.80	28.80
392	400	45.30	30.30
400	420	47.80	32.80
420	440	51.40	36.40
440	460	55.00	40.00
460	480	58.60	43.60
480	500	62.20	47.20
500	520	65.80	50.80
520	540	69.40	54.40
540	560	73.00	58.00
560	580	76.70	61.60

And the wages are—			
At least	But less than	0	1
$580	$600	$80.90	$65.20
600	640	87.20	70.60
640	680	95.60	78.10
680	720	104.00	86.50
720	760	112.40	94.90
760	800	120.80	103.30
800	840	129.20	111.70
840	880	138.10	120.10
880	920	148.50	128.50
920	960	158.90	137.20
960	1,000	169.30	147.60
1,000	1,040	179.70	158.00
1,040	1,080	190.10	168.40
1,080	1,120	200.50	178.80
1,120	1,160	210.90	189.20
1,160	1,200	221.30	199.60
1,200	1,240	233.20	210.00
1,240	1,280	245.20	220.40
1,280	1,320	257.20	232.20
1,320	1,360	269.20	244.20
1,360	1,400	281.20	256.20
1,400	1,440	293.20	268.20
1,440	1,480	306.20	280.20
1,480	1,520	319.80	292.20
1,520	1,560	333.40	305.10
1,560	1,600	347.00	318.70
1,600	1,640	360.60	332.30
1,640	1,680	374.20	345.90
1,680	1,720	387.80	359.50
1,720	1,760	401.40	373.10
1,760	1,800	415.00	386.70
1,800	1,840	428.60	400.30
1,840	1,880	442.20	413.90
1,880	1,920	457.10	427.50
1,920	1,960	472.70	441.10
1,960	2,000	488.30	455.80
2,000	2,040	503.90	471.40
2,040	2,080	519.50	487.00
2,080	2,120	535.10	502.60
2,120	2,160	550.70	518.20
2,160	2,200	566.30	533.80
2,200	2,240	581.90	549.40
2,240	2,280	597.50	565.00
2,280	2,320	613.10	580.60
2,320	2,360	628.70	596.20
2,360	2,400	644.30	611.80
2,400	2,440	659.90	627.40
2,440	2,480	675.50	643.00
2,480	2,520	691.10	658.60
2,520	2,560	706.70	674.20
2,560	2,600	722.30	689.80
2,600	2,640	737.90	705.40
2,640	2,680	753.50	721.00
2,680	2,720	769.10	736.60
2,720	2,760	784.70	752.20

(To be used with Handout 40-C)

The FICA withholding table, for employee's share of tax only, is extended to only $100 of wages. To compute the FICA withholding for wages over $100 either multiply the total wage by 6.13% or use the multiples of the tax on $100 wages. The multiples are listed at the end of the table.

Example 1.—Wage paid subject to FICA is $437.82. The amount of FICA tax to be withheld is:

on $400.00 . . . . $24.52
on 37.82 . . . . 2.32
total $26.84

Example 2.—Wage paid subject to FICA is $1,289.62. The amount of FICA tax to be withheld is:

on $1,000.00 . . . . $61.30
on 200.00 . . . . 12.26
on 89.62 . . . . 5.49
total $79.05

Social Security Employee Tax Table

6.13 percent employee tax deductions

Wages		Tax to be withheld	Wages		Tax to be withheld	Wages		Tax to be withheld	Wages		Tax to be withheld
At least	But less than		At least	But less than		At least	But less than		At least	But less than	
$0.00	$0.09	$0.00	$8.73	$8.90	$.54	$17.54	$17.70	$1.08	$26.35	$26.51	$1.62
.09	.25	.01	8.90	9.06	.55	17.70	17.87	1.09	26.51	26.68	1.63
.25	.41	.02	9.06	9.22	.56	17.87	18.03	1.10	26.68	26.84	1.64
.41	.58	.03	9.22	9.39	.57	18.03	18.19	1.11	26.84	27.00	1.65
.58	.74	.04	9.39	9.55	.58	18.19	18.36	1.12	27.00	27.17	1.66
.74	.90	.05	9.55	9.71	.59	18.36	18.52	1.13	27.17	27.33	1.67
.90	1.07	.06	9.71	9.87	.60	18.52	18.68	1.14	27.33	27.49	1.68
1.07	1.23	.07	9.87	10.04	.61	18.68	18.85	1.15	27.49	27.66	1.69
1.23	1.39	.08	10.04	10.20	.62	18.85	19.01	1.16	27.66	27.82	1.70
1.39	1.55	.09	10.20	10.36	.63	19.01	19.17	1.17	27.82	27.98	1.71
1.55	1.72	.10	10.36	10.53	.64	19.17	19.34	1.18	27.98	28.15	1.72
1.72	1.88	.11	10.53	10.69	.65	19.34	19.50	1.19	28.15	28.31	1.73
1.88	2.04	.12	10.69	10.85	.66	19.50	19.66	1.20	28.31	28.47	1.74
2.04	2.21	.13	10.85	11.02	.67	19.66	19.83	1.21	28.47	28.63	1.75
2.21	2.37	.14	11.02	11.18	.68	19.83	19.99	1.22	28.63	28.80	1.76
2.37	2.53	.15	11.18	11.34	.69	19.99	20.15	1.23	28.80	28.96	1.77
2.53	2.70	.16	11.34	11.51	.70	20.15	20.31	1.24	28.96	29.12	1.78
2.70	2.86	.17	11.51	11.67	.71	20.31	20.48	1.25	29.12	29.29	1.79
2.86	3.02	.18	11.67	11.83	.72	20.48	20.64	1.26	29.29	29.45	1.80
3.02	3.19	.19	11.83	12.00	.73	20.64	20.80	1.27	29.45	29.61	1.81
3.19	3.35	.20	12.00	12.16	.74	20.80	20.97	1.28	29.61	29.78	1.82
3.35	3.51	.21	12.16	12.32	.75	20.97	21.13	1.29	29.78	29.94	1.83
3.51	3.68	.22	12.32	12.48	.76	21.13	21.29	1.30	29.94	30.10	1.84
3.68	3.84	.23	12.48	12.65	.77	21.29	21.46	1.31	30.10	30.27	1.85
3.84	4.00	.24	12.65	12.81	.78	21.46	21.62	1.32	30.27	30.43	1.86
4.00	4.16	.25	12.81	12.97	.79	21.62	21.78	1.33	30.43	30.59	1.87
4.16	4.33	.26	12.97	13.14	.80	21.78	21.95	1.34	30.59	30.76	1.88
4.33	4.49	.27	13.14	13.30	.81	21.95	22.11	1.35	30.76	30.92	1.89
4.49	4.65	.28	13.30	13.46	.82	22.11	22.27	1.36	30.92	31.08	1.90
4.65	4.82	.29	13.46	13.63	.83	22.27	22.44	1.37	31.08	31.24	1.91
4.82	4.98	.30	13.63	13.79	.84	22.44	22.60	1.38	31.24	31.41	1.92
4.98	5.14	.31	13.79	13.95	.85	22.60	22.76	1.39	31.41	31.57	1.93
5.14	5.31	.32	13.95	14.12	.86	22.76	22.93	1.40	31.57	31.73	1.94
5.31	5.47	.33	14.12	14.28	.87	22.93	23.09	1.41	31.73	31.90	1.95
5.47	5.63	.34	14.28	14.44	.88	23.09	23.25	1.42	31.90	32.06	1.96
5.63	5.80	.35	14.44	14.61	.89	23.25	23.41	1.43	32.06	32.22	1.97
5.80	5.96	.36	14.61	14.77	.90	23.41	23.58	1.44	32.22	32.39	1.98
5.96	6.12	.37	14.77	14.93	.91	23.58	23.74	1.45	32.39	32.55	1.99
6.12	6.29	.38	14.93	15.09	.92	23.74	23.90	1.46	32.55	32.71	2.00
6.29	6.45	.39	15.09	15.26	.93	23.90	24.07	1.47	32.71	32.88	2.01
6.45	6.61	.40	15.26	15.42	.94	24.07	24.23	1.48	32.88	33.04	2.02
6.61	6.77	.41	15.42	15.58	.95	24.23	24.39	1.49	33.04	33.20	2.03
6.77	6.94	.42	15.58	15.75	.96	24.39	24.56	1.50	33.20	33.37	2.04
6.94	7.10	.43	15.75	15.91	.97	24.56	24.72	1.51	33.37	33.53	2.05
7.10	7.26	.44	15.91	16.07	.98	24.72	24.88	1.52	33.53	33.69	2.06
7.26	7.43	.45	16.07	16.24	.99	24.88	25.05	1.53	33.69	33.85	2.07
7.43	7.59	.46	16.24	16.40	1.00	25.05	25.21	1.54	33.85	34.02	2.08
7.59	7.75	.47	16.40	16.56	1.01	25.21	25.37	1.55	34.02	34.18	2.09
7.75	7.92	.48	16.56	16.73	1.02	25.37	25.54	1.56	34.18	34.34	2.10
7.92	8.08	.49	16.73	16.89	1.03	25.54	25.70	1.57	34.34	34.51	2.11
8.08	8.24	.50	16.89	17.05	1.04	25.70	25.86	1.58	34.51	34.67	2.12
8.24	8.41	.51	17.05	17.22	1.05	25.86	26.02	1.59	34.67	34.83	2.13
8.41	8.57	.52	17.22	17.38	1.06	26.02	26.19	1.60	34.83	35.00	2.14
8.57	8.73	.53	17.38	17.54	1.07	26.19	26.35	1.61	35.00	35.16	2.15

(To be used with Handout 40-C)

Social Security Employee Tax Table–Continued

6.13 percent employee tax deductions

Wages		Tax to be withheld	Wages		Tax to be withheld	Wages		Tax to be withheld	Wages		Tax to be withheld
At least	But less than		At least	But less than		At least	But less than		At least	But less than	
$35.16	$35.32	$2.16	$45.93	$46.09	$2.82	$56.69	$56.86	$3.48	$67.46	$67.62	$4.14
35.32	35.49	2.17	46.09	46.25	2.83	56.86	57.02	3.49	67.62	67.79	4.15
35.49	35.65	2.18	46.25	46.42	2.84	57.02	57.18	3.50	67.79	67.95	4.16
35.65	35.81	2.19	46.42	46.58	2.85	57.18	57.35	3.51	67.95	68.11	4.17
35.81	35.98	2.20	46.58	46.74	2.86	57.35	57.51	3.52	68.11	68.28	4.18
35.98	36.14	2.21	46.74	46.91	2.87	57.51	57.67	3.53	68.28	68.44	4.19
36.14	36.30	2.22	46.91	47.07	2.88	57.67	57.84	3.54	68.44	68.60	4.20
36.30	36.47	2.23	47.07	47.23	2.89	57.84	58.00	3.55	68.60	68.77	4.21
36.47	36.63	2.24	47.23	47.39	2.90	58.00	58.16	3.56	68.77	68.93	4.22
36.63	36.79	2.25	47.39	47.56	2.91	58.16	58.32	3.57	68.93	69.09	4.23
36.79	36.95	2.26	47.56	47.72	2.92	58.32	58.49	3.58	69.09	69.25	4.24
36.95	37.12	2.27	47.72	47.88	2.93	58.49	58.65	3.59	69.25	69.42	4.25
37.12	37.28	2.28	47.88	48.05	2.94	58.65	58.81	3.60	69.42	69.58	4.26
37.28	37.44	2.29	48.05	48.21	2.95	58.81	58.98	3.61	69.58	69.74	4.27
37.44	37.61	2.30	48.21	48.37	2.96	58.98	59.14	3.62	69.74	69.91	4.28
37.61	37.77	2.31	48.37	48.54	2.97	59.14	59.30	3.63	69.91	70.07	4.29
37.77	37.93	2.32	48.54	48.70	2.98	59.30	59.47	3.64	70.07	70.23	4.30
37.93	38.10	2.33	48.70	48.86	2.99	59.47	59.63	3.65	70.23	70.40	4.31
38.10	38.26	2.34	48.86	49.03	3.00	59.63	59.79	3.66	70.40	70.56	4.32
38.26	38.42	2.35	49.03	49.19	3.01	59.79	59.96	3.67	70.56	70.72	4.33
38.42	38.59	2.36	49.19	49.35	3.02	59.96	60.12	3.68	70.72	70.89	4.34
38.59	38.75	2.37	49.35	49.52	3.03	60.12	60.28	3.69	70.89	71.05	4.35
38.75	38.91	2.38	49.52	49.68	3.04	60.28	60.45	3.70	71.05	71.21	4.36
38.91	39.08	2.39	49.68	49.84	3.05	60.45	60.61	3.71	71.21	71.38	4.37
39.08	39.24	2.40	49.84	50.00	3.06	60.61	60.77	3.72	71.38	71.54	4.38
39.24	39.40	2.41	50.00	50.17	3.07	60.77	60.93	3.73	71.54	71.70	4.39
39.40	39.56	2.42	50.17	50.33	3.08	60.93	61.10	3.74	71.70	71.86	4.40
39.56	39.73	2.43	50.33	50.49	3.09	61.10	61.26	3.75	71.86	72.03	4.41
39.73	39.89	2.44	50.49	50.66	3.10	61.26	61.42	3.76	72.03	72.19	4.42
39.89	40.05	2.45	50.66	50.82	3.11	61.42	61.59	3.77	72.19	72.35	4.43
40.05	40.22	2.46	50.82	50.98	3.12	61.59	61.75	3.78	72.35	72.52	4.44
40.22	40.38	2.47	50.98	51.15	3.13	61.75	61.91	3.79	72.52	72.68	4.45
40.38	40.54	2.48	51.15	51.31	3.14	61.91	62.08	3.80	72.68	72.84	4.46
40.54	40.71	2.49	51.31	51.47	3.15	62.08	62.24	3.81	72.84	73.01	4.47
40.71	40.87	2.50	51.47	51.64	3.16	62.24	62.40	3.82	73.01	73.17	4.48
40.87	41.03	2.51	51.64	51.80	3.17	62.40	62.57	3.83	73.17	77.33	4.49
41.03	41.20	2.52	51.80	51.96	3.18	62.57	62.73	3.84	73.33	73.50	4.50
41.20	41.36	2.53	51.96	52.13	3.19	62.73	62.89	3.85	73.50	73.66	4.51
41.36	41.52	2.54	52.13	52.29	3.20	62.89	63.06	3.86	73.66	73.82	4.52
41.52	41.69	2.55	52.29	52.45	3.21	63.06	63.22	3.87	73.82	73.99	4.53
41.69	41.85	2.56	52.45	52.62	3.22	63.22	63.38	3.88	73.99	74.15	4.54
41.85	42.01	2.57	52.62	52.78	3.23	63.38	63.54	3.89	74.15	74.31	4.55
42.01	42.17	2.58	52.78	52.94	3.24	63.54	63.71	3.90	74.31	74.47	4.56
42.17	42.34	2.59	52.94	53.10	3.25	63.71	63.87	3.91	74.47	74.64	4.57
42.34	42.50	2.60	53.10	53.27	3.26	63.87	64.03	3.92	74.64	74.80	4.58
42.50	42.66	2.61	53.27	53.43	3.27	64.03	64.20	3.93	74.80	74.96	4.59
42.66	42.83	2.62	53.43	53.59	3.28	64.20	64.36	3.94	74.96	75.13	4.60
42.83	42.99	2.63	53.59	53.76	3.29	64.36	64.52	3.95	75.13	75.29	4.61
42.99	43.15	2.64	53.76	53.92	3.30	64.52	64.69	3.96	75.29	75.45	4.62
43.15	43.32	2.65	53.92	54.08	3.31	64.69	64.85	3.97	75.45	75.62	4.63
43.32	43.48	2.66	54.08	54.25	3.32	64.85	65.01	3.98	75.62	75.78	4.64
43.48	43.64	2.67	54.25	54.41	3.33	65.01	65.18	3.99	75.78	75.94	4.65
43.64	43.81	2.68	54.41	54.57	3.34	65.18	65.34	4.00	75.94	76.11	4.66
43.81	43.97	2.69	54.57	54.74	3.35	65.34	65.50	4.01	76.11	76.27	4.67
43.97	44.13	2.70	54.74	54.90	3.36	65.50	65.67	4.02	76.27	76.43	4.68
44.13	44.30	2.71	54.90	55.06	3.37	65.67	65.83	4.03	76.43	76.60	4.69
44.30	44.46	2.72	55.06	55.23	3.38	65.83	65.99	4.04	76.60	76.76	4.70
44.46	44.62	2.73	55.23	55.39	3.39	65.99	66.16	4.05	76.76	76.92	4.71
44.62	44.78	2.74	55.39	55.55	3.40	66.16	66.32	4.06	76.92	77.08	4.72
44.78	44.95	2.75	55.55	55.71	3.41	66.32	66.48	4.07	77.08	77.25	4.73
44.95	45.11	2.76	55.71	55.88	3.42	66.48	66.64	4.08	77.25	77.41	4.74
45.11	45.27	2.77	55.88	56.04	3.43	66.64	66.81	4.09	77.41	77.57	4.75
45.27	45.44	2.78	56.04	56.20	3.44	66.81	66.97	4.10	77.57	77.74	4.76
45.44	45.60	2.79	56.20	56.37	3.45	66.97	67.13	4.11	77.74	77.90	4.77
45.60	45.76	2.80	56.37	56.53	3.46	67.13	67.30	4.12	77.90	78.06	4.78
45.76	45.93	2.81	56.53	56.69	3.47	67.30	67.46	4.13	78.06	78.23	4.79

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(To be used with Handout 40-C)

Social Security Employee Tax Table–Continued

6.13 percent employee tax deductions

Wages		Tax to be withheld	Wages		Tax to be withheld	Wages		Tax to be withheld	Wages		Tax to be withheld
At least	But less than		At least	But less than		At least	But less than		At least	But less than	
$78.23	$78.39	$4.80	$84.26	$84.43	$5.17	$90.30	$90.46	$5.54	$96.33	$96.50	$5.91
78.39	78.55	4.81	84.43	84.59	5.18	90.46	90.62	5.55	96.50	96.66	5.92
78.55	78.72	4.82	84.59	84.75	5.19	90.62	90.79	5.56	96.66	96.82	5.93
78.72	78.88	4.83	84.75	84.92	5.20	90.79	90.95	5.57	96.82	96.99	5.94
78.88	79.04	4.84	84.92	85.08	5.21	90.95	91.11	5.58	96.99	97.15	5.95
79.04	79.21	4.85	85.08	85.24	5.22	91.11	91.28	5.59	97.15	97.31	5.96
79.21	79.37	4.86	85.24	85.40	5.23	91.28	91.44	5.60	97.31	97.48	5.97
79.37	79.53	4.87	85.40	85.57	5.24	91.44	91.60	5.61	97.48	97.64	5.98
79.53	79.70	4.88	85.57	85.73	5.25	91.60	91.77	5.62	97.64	97.80	5.99
79.70	79.86	4.89	85.73	85.89	5.26	91.77	91.93	5.63	97.80	97.97	6.00
79.86	80.02	4.90	85.89	86.06	5.27	91.93	92.09	5.64	97.97	98.13	6.01
80.02	80.18	4.91	86.06	86.22	5.28	92.09	92.26	5.65	98.13	98.29	6.02
80.18	80.35	4.92	86.22	86.38	5.29	92.26	92.42	5.66	98.29	98.46	6.03
80.35	80.51	4.93	86.38	86.55	5.30	92.42	92.58	5.67	98.46	98.62	6.04
80.51	80.67	4.94	86.55	86.71	5.31	92.58	92.75	5.68	98.62	98.78	6.05
80.67	80.84	4.95	86.71	86.87	5.32	92.75	92.91	5.69	98.78	98.94	6.06
80.84	81.00	4.96	86.87	87.04	5.33	92.91	93.07	5.70	98.94	99.11	6.07
81.00	81.16	4.97	87.04	87.20	5.34	93.07	93.24	5.71	99.11	99.27	6.08
81.16	81.33	4.98	87.20	87.36	5.35	93.24	93.40	5.72	99.27	99.43	6.09
81.33	81.49	4.99	87.36	87.53	5.36	93.40	93.56	5.73	99.43	99.60	6.10
81.49	81.65	5.00	87.53	87.69	5.37	93.56	93.72	5.74	99.60	99.76	6.11
81.65	81.82	5.01	87.69	87.85	5.38	93.72	93.89	5.75	99.76	99.92	6.12
81.82	81.98	5.02	87.85	88.01	5.39	93.89	94.05	5.76	99.92	100.00	6.13
81.98	82.14	5.03	88.01	88.18	5.40	94.05	94.21	5.77			
82.14	82.31	5.04	88.18	88.34	5.41	94.21	94.38	5.78			
82.31	82.47	5.05	88.34	88.50	5.42	94.38	94.54	5.79			
82.47	82.63	5.06	88.50	88.67	5.43	94.54	94.70	5.80			
82.63	82.79	5.07	88.67	88.83	5.44	94.70	94.87	5.81			
82.79	82.96	5.08	88.83	88.99	5.45	94.87	95.03	5.82			
82.96	83.12	5.09	88.99	89.16	5.46	95.03	95.19	5.83			
83.12	83.28	5.10	89.16	89.32	5.47	95.19	95.36	5.84			
83.28	83.45	5.11	89.32	89.48	5.48	95.36	95.52	5.85			
83.45	83.61	5.12	89.48	89.65	5.49	95.52	95.68	5.86			
83.61	83.77	5.13	89.65	89.81	5.50	95.68	95.85	5.87			
83.77	83.94	5.14	89.81	89.97	5.51	95.85	96.01	5.88			
83.94	84.10	5.15	89.97	90.14	5.52	96.01	96.17	5.89			
84.10	84.26	5.16	90.14	90.30	5.53	96.17	96.33	5.90			

The multiples of the withholding for FICA on $100 are

Wage	Tax to be withheld
$100	$6.13
200	12.26
300	18.39
400	24.52
500	30.65
600	36.78
700	42.91
800	49.04
900	55.17
1,000	61.30

ACTIVITY 41: BUDGETING MONEY MEANS HAVING MORE THINGS YOU WANT

THINK ABOUT IT:

Earning money is difficult. Spending money is much easier. Sometimes the money we earn is gone in a day or two, and we really do not know where it has gone.

There are 3 ways we spend money:

1. For essentials (needed things).
2. For non-essentials (for fun things).
3. For savings (put it where it will earn more).

Each time you earn some money you should try to use parts of it in each of the 3 ways.

Zok says:
Money, money, money! I never have enough

Let's think about each way again:

1. Essentials — those things you cannot get along without (lunch money, clothes, repairs, medicine, school supplies).
2. Non-essentials — those things that you want which are fun (movies, eating out, magazines, records, gifts).
3. Savings — anywhere you put your money where it will stay the same or increase in value (certificates, regular savings, stocks, stamps, coins).

OPTIONS:

A. *Sometimes Food Is An Essential And Sometimes It's Non-Essential*

Look up the word "essential" in the dictionary. What does it mean? What are non-essentials? Give examples of each. It takes money for each. Saving some money out of each paycheck is also important. On a sheet of paper, make three columns like this:

ESSENTIALS NON-ESSENTIALS SAVINGS

List at least 15 items in each column. Use those listed in the "Think About It" above as the first five in each column.

B. *Making A Paycheck Buy More By Planning Ahead*

Suppose your paycheck is for $40.00. Use Handout 41-B (Worksheet 86). Budget what you will spend. Be sure to use some of your money for essentials, some for non-essentials, and save some.

C. *You Pay Cash And I'll Charge It*

You will need a friend for this activity. If you save money and pay cash you will be able to buy more. Try this:

Person No. 1 will:

Buy a stereo and make monthly payments. The stereo costs $200.00 (including tax). You will make $12.00 a month payments and will pay 1.5% per month carrying charge. Figure out or ask a salesperson how much the stereo will actually cost you?

Hint: Take $200.00. Subtract the $12.00 payment. Then multiply by .015 interest each month. Subtract that from the new total. This is one month. Do this same process for each month. Add up the interest for all 19 months. Add that to $200.00

Person No. 2 will:

Save $12.00 per month. The money will be placed in a regular savings account at the bank. Interest will be paid to you at 5½% at the end of every 3 months. In 19 months how much money will you have? Ask someone at the bank to help you.

How much money would you have left over after you pay cash for your stereo? Talk about advantages of paying cash? Of buying on credit?

D. *How Much Will It Cost To Keep A Car?*

Owning a car really sounds exciting. But cars are very expensive. Follow these steps to find out just how much it costs each month to run a car.

1. Find out the cost of a car you would like to have. Will you make monthly payments? How much will they be? For how long? Could you save and pay cash?
2. Call an insurance company. Find out how much insurance would cost you for that car for a year. Divide that amount by 12 to find out how much it would cost for one month.
3. How many miles to the gallon of gasoline would your car get? How many miles would you be driving it each month? So, how many gallons of gasoline would you use? How much would you spend for gasoline in one month?
4. Add together the car payment, insurance, and gasoline costs. How much will it cost to run your car each month?
5. Find out how much it would cost for repairs if you had to have:
   - —a new set of tires
   - —a tune-up
   - —oil change and new filters
   - —new alternator
   - —a new battery
   - —new brakes
   - —a new engine
   - —a new transmission

Can you do any of the repairs yourself? Garages usually make you pay for the repairs before you can get the car out of the garage. Would you have money saved for such repairs?

E. *This Week I'm Going To Keep Within My Budget*

Before you cash your next paycheck, do this. Prepare a budget for yourself. What essentials do you need? What non-essentials? How much will you save? During the pay period, write down every penny you save and spend. Use Handout 41-E (Worksheet 87). How close to your budget did you keep? Try it again with your next paycheck. Did you do better? What did you learn about the way you spend money?

F. *When It Comes To Spending Money, I . . .*

Is your money gone sometimes the day after pay day? Are you always running short of money? Stop! Ask yourself these questions:

1. What did I buy this week? Which of these things did I buy because they looked like fun?
2. Which things did I buy that I wished afterwards that I hadn't bought?
3. Which things did I buy without really thinking about it first?
4. Which things did I buy that were used up in less time than it took for me to work and earn the money?

After you think about the questions above, write a paragraph. Start out with this sentence:

The thing that makes me most unhappy about myself and the way I spend money is . . .

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Handout 41-B Activity 41: Budgeting Money Means Having More Things You Want

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: You just received your paycheck for $40.00. Make out a budget for spending it. You may use some of the ideas below, if you wish, or you may use your own ideas. You must budget some items *in each column*. Be sure to only spend $40.00

ESSENTIALS	NON-ESSENTIALS	SAVINGS

Suggested ideas:

ESSENTIALS
- Gym socks
- Jeans
- Hamburger, french fries, coke
- Coat
- Socks
- Repair watch band
- Repair bicycle

NON-ESSENTIALS
- Magazine
- Movie
- Yearbook
- Bowling
- Birthday gift for a friend
- Record
- Make-up

SAVINGS
- Savings account
- 2 half dollars for coin collection
- Unused stamp for stamp collection
- Savings bond

Handout 41-E **Activity 41: Budgeting Money Means Having More Things You Want**

Name ____________________________________

Date ______________ S.S.# __________________

DIRECTIONS: For this Option, keep a budget for at least two pay periods. (It is a good idea to keep one all the time).

STUDENT'S BUDGET AND EXPENDITURE OF WAGES

		ESSENTIALS			NON-ESSENTIALS			SAVINGS ACCOUNT		
Pay Period	Money Earned	Item	Est. Cost	Actual Cost	Item	Est. Cost	Actual Cost	Amount Dep.	Amount With.	Purpose of With.

ACTIVITY 42: FIGURING LIVING COSTS

THINK ABOUT IT:

Everywhere one turns these days people are complaining about the high cost of living. Food, clothing, and housing costs are continually rising.

Young people are eager to begin living on their own. Some think they will be able to live more cheaply in an apartment — that is, they think that until they move out and find out how much apartment living really costs.

It is very hard to understand what costs you will have before you actually get out on your own. Be prepared! Know how much it costs for you to live at home now. Also be aware of what living in an apartment would cost.

How much would your "take home" pay have to be in order to be able to afford living on your own?

THE ZILCHES

Zok says:
The way I figure it, it's unbelievable how much it costs to keep a cave operating!

OPTIONS:

A. *You Have Just Inherited A Million Dollars!*

Just for fun, how would you spend a million dollars? One million dollars looks like this:

$1,000,000

Wouldn't it be fun to have to have that problem? Use Handout 42-A (Worksheet 88). Off we go on a fantasy trip.

B. *An Apartment Costs Plenty*

How much does it really cost you to live one month at home? Think about it! Now, if you decided to move to an apartment on your own, how much would it cost you? Use Handout 42-B (Worksheet 89) to help you decide the costs you would have. Ask relatives, friends, and neighbors for ideas about costs. Oh yes, you also have a car.

C. *Figuring Living Costs To Age 18*

You will need a classmate who has not done this activity. How much do you suppose it costs to raise a child from birth to age 18? On Handout 42-C (Worksheet 90), costs are given. With your friend, do some figuring. Be ready for a big surprise!

D. *Today, It's Off To The Grocery Store*

Much of an adult's paycheck is spent for food. Suppose you live in an apartment alone. How much would it cost you for food for one week? Figure out what you would eat. Ask your teacher to check your menu. Write down every item needed. Be sure you have everything you will need for balanced meals. Then go to the store. As you find the item, write the cost. Do you have a price for everything? Then find the total? What did you discover? Talk with your teacher and one friend about what you learned.

E. *How Is It To Be On Your Own?*

Plan this activity with your teacher. Ask someone who lives away from home to come and talk to the class about costs. You may want to make up a list of questions to ask your guest. Ask these, as well as other questions:

- How long have you lived "on your own?"
- Why did you want to be on your own in the first place?
- What surprises you most about costs?
- Do you ever worry about not having enough money?
- Do you have a written budget?
- What advice would you have for young people going out on their own?

F. *A Quarter Here, And A Quarter There*

How much do you think you should spend each week on entertainment? It is really easy to spend too much. Keep track for one month of all the money you spend on such things as:

- snacks
- movies
- magazines, books
- games
- toys
- bets, gambling
- records

How much did you really spend? Were you surprised?

Paul: Waiter, how did this fly get in my soup?
Waiter: I guess it flew in, Sir.

Handout 42-A **Activity 42: Figuring Living Costs**

THE ZILCHES

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: You are 20 years old and live by yourself. You have just inherited $1,000,000. You are to spend it all in one year. Name the things you will buy.

CLOTHING — for you and others	AMOUNT
____________	______
____________	______
____________	______
____________	______
____________	______
TOTAL	

CHARITIES — money to help others in need	AMOUNT
____________	______
____________	______
____________	______
____________	______
____________	______
TOTAL	

FOOD — for you and others	AMOUNT
____________	______
____________	______
____________	______
____________	______
____________	______
TOTAL	

PLEASURE — fun and entertainment	AMOUNT
____________	______
____________	______
____________	______
____________	______
____________	______
TOTAL	

SHELTER — house or houses for you and your family	AMOUNT
____________	______
____________	______
____________	______
____________	______
____________	______
TOTAL	

INVESTMENTS — places to put money so you will earn more money	AMOUNT
____________	______
____________	______
____________	______
____________	______
____________	______
TOTAL	

Handout 42-B **Activity 42: Figuring Living Costs**

THE ZILCHES

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Suppose that you are 18 years old. You want to try living in an apartment on your own. How much would it cost each month. Get actual amounts from people who pay each month.

ITEM		COST EACH MONTH FOR ME TO LIVE ALONE	COST EACH MONTH IF I LIVE WITH SOMEONE
Rent			*
Utilities:	Gas		*
	Electricity		*
	Water		*
	Garbage		*
	Telephone		*
Food			
Clothes			
Car Payment			
Gasoline			
Car Maintenance			
Entertainment			
Savings			
	TOTAL		

*Each of you would pay one-half.

How much would you save each month by sharing an apartment? ______________________

What disadvantages are there if you live with someone?

Handout 42-C **Activity 42: Figuring Living Costs**

THE ZILCHES

Name ______________________

Date ____________ S.S.# ______________

DIRECTIONS:

1. Get a friend to work with you on this Handout.
2. Together, figure out how much it costs to raise a child each year. You will multiply "amount" x "Time" and put it in "Total for 1 year."
3. To find the amount for a person 18 years old, multiply the amount you put in "Total for 1 year" x the number of years given. Put that amount in "Total for 18 years."

Now that's pretty difficult. Work together. A great big congratulations if you get the right answer. Good luck! (Use back of page for arithmetic).

ITEM	AMOUNT		TIME	TOTAL for one year		TOTAL for 18 years
Food	$60 per month	x	12 months =		x 18 yrs. =	
Clothing	$25 per month	x	12 months =		x 18 yrs. =	
Education K-12	$5 per month	x	10 months =		x 13 yrs. = (0-5, not in school)	
(Extra for Training or College)						
Room	$40 per month	x	12 months =		x 18 yrs. =	
Medical- Dental	$10 per month	x	12 months =		x 18 yrs. =	
Misc.	$25 per month	x	12 months =		x 18 yrs. =	
			TOTAL FOR ONE YEAR	______	TOTAL FOR 18 YEARS	______

How much does it cost to raise one child for one year? ______________

How old are you now? ____________

How much has it cost to raise you up to now? ____________
(Multiply total for 1 year x your age. Then subtract $100 since you did not have education costs for the first 5 years of your life.)

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Fred: What did the cow say when she swallowed a lemon?
June: Oh no! Now my milk will be sour.

Greg: If something is yellow and looks like a banana and smells like a banana and tastes like a banana, how do you know if it's really a banana?
Mort: Listen and see if it makes a noise like a banana.

Hal: Hey, you remind me of the ocean.
Cal: You mean I think so deep.
Hal: No, you make me sick!

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ACTIVITY 43: DISCOVERING HOW I SPEND MY TIME

THINK ABOUT IT:

No matter who you are, king, queen or beggar, everyone has the same amount of time — 24 hours a day.

Some people seem to get much more done in their 24 hours than do others. Why is that, do you suppose?

Have you ever looked at the clock and saw what time it was and just sat around doing nothing? Then have you looked at the clock to see that it was one hour later?

If you were not relaxing, talking, or doing something, that hour was wasted. We waste a lot of time — at least, we cannot say what happened during that time.

CLEAN CAVE
SHOPPING
MEND SKINS
COOK
WATER
CUT WOOD

Zora says:
I'm so busy making lists of what to do! There just isn't time left to do the things I've listed.

OPTIONS:

A. *My Time Chart Has A Lot Of White*

Take Handout 43-A (Worksheet 91) home with you. Put it in a place where you will see it many times during the day. Keep track of what you do. After the week is over, look over the time chart. Does it tell you anything about yourself and the way you use your time? What? Do you spend too much or too little time on any one thing? Talk with your teacher about your chart.

You will need"
—Handout 43-A
—11 colored pencils:
black
yellow
green
pink
blue
purple
brown
gray
white
red
orange

B. *It Will Take Me 20 Minutes To Eat Lunch*

Make out a time schedule for one day. First, list all the things you need to do. Decide how long it will take you to finish each task. Add a little time for interruptions. Then try to finish each of the tasks you wanted to get done. Keep on schedule if you can. How did you do? Talk with your teacher about what you learned about scheduling your time.

C. *I Will Try To Get Done 5 Minutes Sooner This Time*

Many tasks you do are boring. Even some things at your work may get tiresome. If you make a game out of boring jobs, the time passes more quickly. Suppose you are folding or delivering newspapers, or you might be bussing dishes. Do the task well, but see how long it takes you to do a certain number. Try to improve your speed with the next group. Then write your reactions or talk with your teacher. Have you made good use of your time? Did you get more work done?

D. *Make A Schedule Of Things To Do*

Making lists may help you use your time better. Write down everything you plan to do on Saturday. Some tasks may be very small; others may take more time. Bob had a schedule that looked like this:

Go to the dentist – 10:00 a.m.
Buy:
  –a new tooth brush
  –a birthday present for Mom
  –a roll of film – size 126
Put $10.00 in savings account
Pick up pictures at the Photo Nest
Look for a pair of jeans
Take letters to the Post Office

Bob had planned his schedule so he would finish in the shortest length of time. He also took care to plan so he would use the shortest route which also saved time. With all the tasks done, he had the afternoon to do whatever he wanted to do. What did your list look like? Did you get everything done?

E. *Today I Had Many Accomplishments*

Look in the dictionary for the word "accomplish." Keep its meaning in mind. At the end of a day, write down those things you did that day which were accomplishments. Include accomplishments at home, at school, at work, and with friends. Were some tasks *almost* finished but were left undone? Could you have finished the task and be done with it?

F. *My Workers Must Use Their Time Well*

To make good use of your time while you are at work is very important. The boss wants workers who use the time well for which he pays them. Be the employer. Write a paragraph telling your workers why they must not waste time while they are on the job.

Handout 43-A **Activity 43: Discovering How I Spend My Time**

CLEAN CAVE
SHOPPING
MEND SKINS
COOK
WATER
CUT WOOD

Name ______________________________

Date ____________ S.S.# ______________

DIRECTIONS: This activity will take one week. Color the squares the colors listed below the chart.

TIME CHART

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
AM 6							
7							
8							
9							
10							
11							
12							
PM 1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
AM 1							
2							
3							
4							
5							

Sleep	(black)	______	T.V.	(blue)	______
Eat	(yellow)	______	Play	(purple)	______
School	(green)	______	Work	(brown)	______
Religion	(pink)	______	Talking	(gray)	______
Nothing	(white)	______	Homework	(red)	______
Lessons	(orange)	______			

At the end of the week, count the hours of each color and write the number on the line beside the color.

What did you learn about the way you use your time? 277

Scott: Why did the turtle cross the road?
Kris: To get to the Shell station.

Police Officer: Don't you realize you were driving down a one-way street?
Fred: I was only driving one way, Sir.
Police Officer: Didn't you see the arrows?
Fred: Arrows? I didn't even see the Indians.

Brett: Guess what I got when I planted cabbages and razor blades.
Beau: Tell me. What?
Brett: A fine crop of coleslaw.

ACTIVITY 44: PLANNING AHEAD

THINK ABOUT IT:

Planning takes time, but it will pay off. You can get by without much planning but usually you will get more done if you think ahead.

For example:

If you want to go on a trip to Disneyworld in Florida, you must decide some things. You will need to plan:

1. How you will go.
2. How long you will be gone.
3. What route you will take.
4. How much money you will need.
5. What places you will visit.
6. How you will come back.

Zed says:
It's a fact! You won't know where the turn in the road is if you don't look ahead.

Careful planning will help you:

- Have a good trip.
- Do more things in less time with less money.

Make a few plans. See if things do not work better when you plan.

OPTIONS:

A. *Let's Have A Party*

It is very easy to live just for the moment. Stopping to plan for what is to come, takes effort. Use that effort now. Make the plans for a party. Write down each step and set a time for that step to be completed. Here is a starter:

What to do:	When it will be done:
1. Decide who you will invite	by Friday
2. Set a time for the party	by Friday
3. Invite the guests	by Monday
4. Plan what you will eat, etc.	by Tuesday

B. *What Are Your Plans For The Future?*

Planning is done in two ways:

- Short range planning
- Long range planning

Short range planning is getting ready for something that will happen not too long from now. You have heard, "What are your plans for Saturday night?" Short range plans are often quite easy to carry out. Long range plans, on the other hand, are some time off from now. You have heard, "What are your plans for the future?" Plans for the future are a number of short range plans which lead to a goal.

Write a one-page story. Tell about your plans for the future. Name the steps you will need to take in order to get to that place.

C. *Which Of These People Thought Ahead About What They Did?*

Handout 44-C (Worksheet 92) has a number of ideas. Decide if the person named has acted without thinking through the situation. Or, did the person think and plan before acting?

D. *Don't Walk One Extra Step*

You have been sent to do several errands for your boss. Use Handout 44-D (Worksheet 93). Mark an "X" at each place you are to stop. Draw arrows to show the path you would take to get things done in the shortest amount of time and the shortest route.

E. *Let's Eat At 8 O'Clock Sharp*

If you were to cook breakfast for yourself and another person, how would you plan it? Remember, you want a hot breakfast. And here is the breakfast you will have:

Bacon, eggs, orange juice, biscuits from the can, and milk.

Write the steps you would take to have a warm breakfast. Suppose breakfast was to be at 8:00. What time would you start? What time would you do each step?

F. *Planning Means Deciding About The Details*

Think of some activity for which you might need to plan. Outline the steps that need to be taken. The more details you give the better your plan will be. Talk over the plan with your teacher.

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Decide which of these statements show you are planning ahead. Write "Yes" if the statement shows thought and planning. Write "No" if it does not show planning.

_____ 1. You look at a map carefully to see what is the shortest way to get to Houston, Texas.

_____ 2. Before you buy, you find out what the carrying charges would be on a stereo if you paid for it in 24 months.

_____ 3. You ask the marine recruiter what training would be available to you if you were to enlist.

_____ 4. As you walk home from school, you see a nice camera in John's Drug Store. You have a camera but this looks better, so you buy it before someone else does.

_____ 5. You needed a warm winter coat but you couldn't resist all those sales on summer clothes. Now it's cold and your money is gone.

_____ 6. You look in three different catalogs to compare prices and qualities of tape recorders. You order the one that shows the best quality for the best price.

_____ 7. You check with the local game warden to see what the rules are for bow-and-arrow hunting.

_____ 8. On a 3-day hike you drink most of the water on the first day.

_____ 9. You and your brother are going on a three-day pleasure trip. You figured your bus fare correctly, but you forgot to allow enough money for food, lodging and entertainment expenses.

_____ 10. You want to go to downtown Chicago. Usually it takes 45 minutes from where you are. Since you will need to go during the rush hour, you allow an extra half-hour.

_____ 11. You think it would be fun to be a manager in a restaurant, so you ask several managers what the advantages and disadvantages of that job are.

_____ 12. You have booster shots and flu shots when you need them.

_____ 13. You start running a little farther each day for a month before track season begins so you will be in good shape.

_____ 14. On a long trip you fill the gas tank when you still have a fourth of a tank left. You do not know where the next service station might be.

Handout 44-D **Activity 44: Planning Ahead**

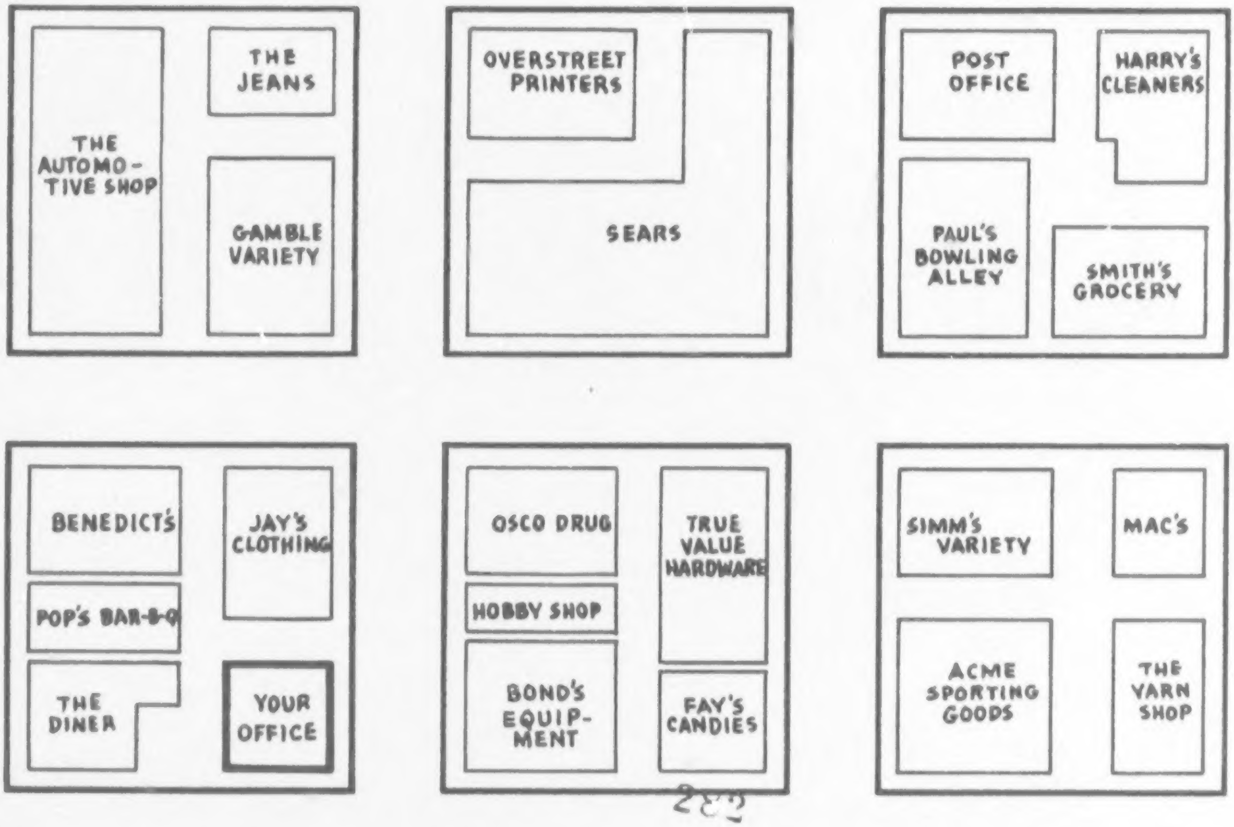
Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Suppose your boss gave you this list of errands:

- Mail letters at Post Office
- Go to Smith's Grocery for coffee for office
- Get envelopes at Bond's Equipment
- Take newsletter to Overstreet Printers
- Pick up supplies that have been ordered at Benedicts, at Mac's, and at Gamble's.
- Get stamps at the Post Office.

Start at the office. Plan the shortest route. Return to the office. Draw arrows to show the path you would follow.


THE AUTOMOTIVE SHOP
THE JEANS
GAMBLE VARIETY
OVERSTREET PRINTERS
SEARS
POST OFFICE
HARRY'S CLEANERS
PAUL'S BOWLING ALLEY
SMITH'S GROCERY
BENEDICTS
JAY'S CLOTHING
POP'S BAR-B-Q
THE DINER
YOUR OFFICE
OSCO DRUG
TRUE VALUE HARDWARE
HOBBY SHOP
BOND'S EQUIPMENT
FAY'S CANDIES
SIMM'S VARIETY
MAC'S
ACME SPORTING GOODS
THE YARN SHOP

SECTION H

Getting Along With Others

MAH BABEEEE

GETTING ALONG WITH OTHERS

ACTIVITY 45: MAKING FRIENDS

THINK ABOUT IT:

There are times when you need to make new friends. For some people making friends is very easy; for others it is very hard.

Remember these things about making new friends:

1. You must *want* to be with other people.
2. Act pleasant and happy.
3. Talk about things in which the other person is interested.
4. Be helpful.
5. Always try to say kind things.

Be a friend and you will have many!

Zelda says:
Making friends? No problem when you're a "cool chick" like me!

OPTIONS:

A. *Fill In The Blanks*

Handout 45-A (Worksheet 94) has some sentences on it about friends. Fill in the blanks to make true statements.

B. *Look! A Friendly Puzzle*

Look at these ideas about making friends. Form a puzzle using some of them. It might be a word search or any other kind of puzzle you want to do. You probably will want to use graph paper.

be a friend
be pleasant
ask questions
have hobbies
share
cooperate
start conversations

do not be a grouch
keep secrets
do not gossip
listen to others
be helpful
let others talk

have fun
laugh
be careful of feelings
be interested in others
have many interests
check your personality
care about others

Add your own words to the list if you think of ideas that should be added. Your teacher may want to copy your puzzle for your classmates.

C. *Let Me Ask You This Question*

Do you ever feel alone even when you are in a crowd of people? It happens often to just about everyone. Try this. Look around until you find someone who also seems alone. Have in mind at least three questions. You might ask these questions about the other person, or about what is going on around you. Go to the person and ask one of your questions. See what happens. Either write a story about what happened or talk with your teacher about it. How did you feel:

When you were standing alone?
When you were thinking of questions to ask?
When you were deciding if you should go talk or not?
When you got to where the person was?
When you were asking your first question?
When you had gotten acquainted?

D. *Be A Pleasant Worker — Old Or New*

You will need a friend for this Option. Suppose that one of you is new at work. The other one has been working there for a long time. Practice getting acquainted. Some things to remember are:

For the new worker:
- Ask questions about what you are supposed to do.
- Smile and be ready to talk when someone speaks to you.
- Be willing to learn from those who have been there longer.
- Thank your co-workers for helping you with details.

For the worker who has been there longer:
- Be careful to include the new worker into your conversations during breaks.
- Offer to help the new worker but do not nag.
- Be patient while he or she is learning. Remember, you were new at the job once, too.
- Smile and be pleasant.

You may want to show first the wrong way; then show the right way to be friendly.

E. *Tell A Story About A Word*

Use each of the letters below to tell about making friends. Here is an example:

Probably if you
Listen to others, and
ar**E** cooperative
As you
Start work
At a
New job, you will make
o**T**her workers your friends

COOPERATE
BE FRIENDLY
DO NOT GOSSIP
BE A LISTENER

F. *Getting to Know You!*

Ask some workers you know to tell you about going to work at a new place. How do they feel in the new situation? What suggestions would those people give you for getting acquainted with new people at work? What should you do so that co-workers will like you? Report back to the class what you find. Ask the class for other suggestions, too.

Handout 45-A **Activity 45: Making Friends**

Name ____________________________________

Date ________________ S.S.# ________________

DIRECTIONS: Read each statement below. Find a word in the list that makes a true statement. Write it on the line.

interests
fun
listen
help
laugh
cooperate

talk
feelings
secret
friend
questions
care

grouch
pleasant
good
bad
gossip

________ 1. Being with others can be a lot of ___?___ .

________ 2. One thing most people enjoy is to sit around and ___?___
________ and ___?___ with friends.

________ 3. To have people like you, you need to be friendly and ___?___ most of the time.

________ 4. No one likes to be around a ___?___ who never smiles.

________ 5. The best way to get to know someone is to ask that person a few ___?___ about himself or herself.

________ 6. People are more apt to like you if you ___?___ them do little things.

________ 7. Be careful not to say things to hurt a person's ___?___ .

________ 8. Be interested, both when a friend has ___?___ luck and
________ ___?___ luck.

________ 9. You can be a real help if you ___?___ while a friend talks about his or her problems.

________ 10. When a special friend tells you about a problem, you must keep it a ___?___ .

________ 11. Look for people to be your friends who have the same ___?___ as you do.

________ 12. Even if you hear co-workers talking about others, do not let them say you are a ___?___ .

________ 13. ___?___ about how others feel.

________ 14. ___?___ with others so they will ___?___ with you. (Same word in each blank).

________ 15. If you want a friend, be a ___?___ yourself.

Amy: Who speaks all the languages in the world?
Sam: An echo!

Trix: Why are you standing on your head?
Dixie: I'm turning things over in my mind.

Question: Why are clouds like people riding horses?
Answer: Because they hold the rains.

ACTIVITY 46: MAKING THE BEST OF SCHOOL

THINK ABOUT IT:

Sometimes you may feel you just cannot go to school another minute. You think no one likes what you do — your friends or your teachers. You may feel very trapped in school.

Other times things go along fairly well. Teachers do not complain. Other students do not bother you. What makes the difference? It is hard to say.

Sometimes it may not be school at all.

—Maybe you had an argument at home.
—Maybe you did not get enough sleep.
—Maybe you do not feel well.
—Maybe a friend has hurt your feelings.
—Maybe you are in trouble.

Think about it. What are your feelings about school anyway? Just what is it that bothers you about school?

Zeb says:
Whose idea was school anyway?

OPTIONS:

A. *Today Our Guest Happens To Be . . .*

Everyone has problems with school at one time or another. Sometimes you have big problems; sometimes they are little problems. What is the best way to handle a school problem? Plan this Option with your teacher. Ask the counselor, principal, or vice principal to come to class. Talk with that person about school rules. Also talk about why schools must keep good order. Find out what the best way is for you to handle a problem at school. Urge others in the class to ask the guest questions, too. Write a thank you letter and send it to your guest after his or her visit.

B. *Now That's My Weakness*

On Handout 46-B (Worksheet 95), you are to read some sentences about school. Think about yourself. Decide how you fit in with that statement. Rate yourself; see what score you get.

C. *If You Don't Watch It, I'm Going To . . .*

Choose two or more friends. Think about situations at school where you seem to get into trouble. Is it with classmates in the hall? Is it with your teacher? Is it with other teachers in the school? Plan a skit which shows how the trouble usually gets started. Stop your skit just at the point of very harsh words, or when a fight is about to happen. Freeze the action right there. Now, go back and show how the situation should have been handled so that harsh words or a fight are not necessary. What did you learn?

D. *Real School Problems And School Problems On T.V. . . .Alike Or Different?*

Watch a T.V. program which tells about kids with school problems. Find a classmate who watched the same program. Talk about the whole story. Could the story really have happened? Could it have happened at your school? Why do you say that? Could it have happened to you? What would you have done differently?

E. *Here Is A Poster Full Of Meaning*

Make a poster telling others how to get along better at school. What advice would you give others? What works for you? When is it that you have to be extra careful not to get yourself in "hot water." Make your poster bright, neat, and have a good message. Some suggested topics are:

Think before you speak
Smart people find a way other than using their fists
Be honest even if it hurts
Run, don't walk, to ask for help
Discuss, but be careful about arguing
Another topic of your choice

F. *Now Here Is What Happened*

Handout 46-F (Worksheet 96) asks you to think of really bad times you have had at school. You are to try to figure out what happened. Times like that are no fun. Let's try to learn from them so they will not happen again.

Helen: *What runs around a garden but never moves?*
Dick: *A fence.*

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Read each statement. Decide which of these ratings you should give it:

4 Always
2 Sometimes
0 Never

Write that number on the line.

_____ 1. I like my teachers.
_____ 2. I talk to my teachers about my work.
_____ 3. I listen carefully for the assignments.
_____ 4. The people who sit around me are my friends.
_____ 5. I can keep my mind on my work.
_____ 6. I can follow directions.
_____ 7. My teachers help me learn.
_____ 8. I get my assignments in on time.
_____ 9. I like to be quiet and listen.
_____ 10. I like for the teacher to ask me questions in class.
_____ 11. I usually know the answers when the teacher calls on me in class.
_____ 12. I tell my family about my school work.
_____ 13. I want to get good grades.
_____ 14. I know why I should learn at school.
_____ 15. My teachers like me and are my friends.

Now add all the numbers together. Check your score with these ratings and circle where you fit.

51 – 60 The school and I are great pals.
41 – 50 The school and I are friends.
31 – 40 The school and I are putting up with each other.
21 – 30 The school and I are not on speaking terms.
0 – 20 The school and I are rival enemies.

Three of the things above that I could probably improve if I tried are:

1. ______________________________
2. ______________________________
3. ______________________________

What does my rating say about school and me?

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Handout 46-F **Activity 46: Making The Best Of School**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Think of four very bad times you have had at school. List them in this way.

	This was my problem	People in my problem were (Check the right column(s).)			In the end, this happened to me
		Classmates	Teachers	Administration	
TIME 1					
TIME 2					
TIME 3					
TIME 4					

Think back to these times. Now that they are passed, what do you think you should have done that you did not do? How could you have handled the situations differently?

TIME 1	
TIME 2	
TIME 3	
TIME 4	

ACTIVITY 47: GETTING ALONG WITH PARENTS

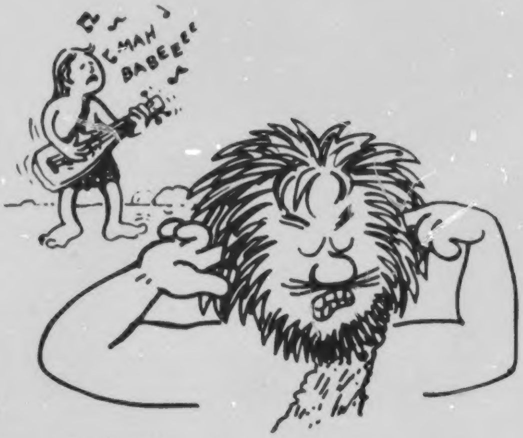
THINK ABOUT IT:

When you were a small child you did not always make good choices. But now that you are growing up, you are learning to make better choices every day.

For some reason, it is hard for many parents to see that their children are becoming adults. They often still think of their teen-agers as people who cannot make wise choices.

Often parents do not understand teen-agers; often teen-agers do not understand their parents. Trouble comes.

Teen-agers do not like to be treated like children. Parents do not like to be treated as if they do not know anything.



Zok says:
That's music? Give me a thousand howling cats anytime!

Try to remember these differences between teen-agers and parents:

- They have different worries.
- They have different things that are important to them.
- They have different ways to communicate.
- They have different responsibilities.

You cannot change your parents. You can only try to show them you are really growing up.

OPTIONS:

A. *I Get So Upset With Them*

List all the things about which you have trouble with the adults at your house. Make your list look something like this:

Won't let me stay out late.
Won't give me enough money.
Do not like my music.
Make me do too much work.
Etc.

Can you see where you have the most problems? What do you think you could do to make the problems not so bad? After you make a complete list, write a paragraph. Make at least five statements which tell about you and what you might be able to do to make things better between you and the adults at home.

B. *Teen-Agers Have All The Problems*

Having problems is a part of growing up. Look at Handout 47-B (Worksheet 97). You will see problems listed of all kinds. See if you can find all 30 types of problems hidden in the puzzle. Do some of the problems sound like yours? Think about you as you look for the words. Then do the last part of the worksheet?

C. *You Never Let Me Do Anything I Want*

You will need a friend who has not done this activity. One of you will be the parent or guardian. The other will be the teen-ager. As a parent, how would you respond to these situations? The teen-ager should respond in a natural way, too.

1. Your daughter comes home two hours late, without calling you.
2. Your 16-year-old wants to buy a car.
3. Your child has just been fired from a part-time job.
4. A police officer is at the door with your teen-ager who has broken curfew.
5. Your daughter insists on going out with a man much older than she is.
6. Your teen-agers want to have 25 friends in for a party.
7. Your 16-year-old daughter wants to move into an apartment with a girlfriend.
8. Your teen-ager wants to quit school.

D. *Now What Would A Thoughtful Teen-Ager Do?*

Handout 47-D (Worksheet 98) has a number of sentences. complete each sentence so it shows a teen-ager who is thoughtful and kind. Work at being kind, even if your first thought might not be a kind one.

E. *Dear Parent, What Should We Do?*

Plan this activity with your teacher. Think of a parent who has a good understanding of teen-agers and their problems. Invite that parent to come talk with your class. Have a time for classmates to write out questions they want to ask the parent. Here are a few. Think of others.

1. How can I get my parent to listen to what I want?
2. My parents won't let me have the things I really want. How can I get them to change their minds?
4. Parents treat their teen-agers like they were still little kids. Why?

You will be the one who reads the questions for the guest. Thank the person when they are there, but also write and send a thank you letter.

F. *Let Me Tell You What They Did*

Watch a T.V. program which deals with teen-agers and family problems. Write a one-page report. Follow this plan:

1. Tell what the problem was.
2. Tell who made the problem worse? What did they do to make things worse?
3. What was the thing that brought everything to the turning point?
4. What happened to change things? Was it a good or bad solution?
5. What would have been a better way to handle the situation?

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Handout 47-B **Activity 47: Getting Along With Parents**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Parents fuss with their teen-agers about many things. In the puzzle below thirty problems between parents and children are hidden. Can you find all 30. Circle the words as you find them.

Absence from school
Bad language
Car
Chores
Clothes
Curfew
Dates
Dirty room
Drinking
Drugs
Friends
Grades
Haircut
Homework
Jokes
Late hours
Laziness
Marriage
Money
Music
Records
Rowdy
Rudeness
Sloppy clothes
Smoking
Speech
Talks back
Tardiness
Work
Wrong crowd

A	B	T	A	R	D	I	N	E	S	S	H	O	H	S	C	A	R
L	A	T	E	H	O	U	R	S	N	O	O	R	A	W	O	R	K
U	D	R	U	G	S	N	U	M	O	N	E	Y	I	A	S	C	T
M	L	F	R	I	E	N	D	S	R	E	C	O	R	D	S	L	A
U	A	B	S	E	N	C	E	F	R	O	M	S	C	H	O	O	L
S	N	M	O	D	R	I	N	K	I	N	G	D	U	S	T	T	K
I	G	A	F	J	O	K	E	S	A	N	D	A	T	E	S	H	S
C	U	R	F	E	W	E	S	L	A	Z	I	N	E	S	S	E	B
H	A	R	E	A	D	E	S	M	O	K	I	N	G	O	N	S	A
O	G	I	R	G	Y	W	R	O	N	G	C	R	O	W	D	G	C
R	E	A	S	L	O	P	P	Y	C	L	O	T	H	E	S	R	K
E	O	G	R	A	D	E	S	E	D	I	R	T	Y	R	O	O	M
S	P	E	E	C	H	O	M	E	W	O	R	K	B	A	S	I	C

Now, of all the problems listed to the left, name the five that are your biggest problems. What could you do to make them better if you wanted to?

Problem	Way to Improve the Problem
1.	
2.	
3.	
4.	
5.	

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Handout 47-D **Activity 47: Getting Along With Parents**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Be a thoughtful teen-ager. Remember, your parents have feelings, too. What would be a good thing for the teen-ager to do in each case? Write out your answer.

1. If you cannot get home on time, you should ______________________________
2. If you are to be home by 10:00, ______________________________
3. If you want your parent to listen to you, ______________________________
4. If you want your parent to like your friends, ______________________________
5. If your parent worries about your safety, ______________________________
6. If your parent is afraid you will get in bad trouble, ______________________________
7. If your parent wants you to clean up your talk, ______________________________
8. If you want to ask your parent to do something special, ______________________________
9. If you want to be trusted by adults, ______________________________
10. If your parent thinks about things in a different way than you do, ______________________________
11. If you want your parent to let you be more on your own, ______________________________
12. When you and your parent have different values ______________________________
13. If you wonder why parents act as they do, ______________________________
14. If you feel your parent checks up on you all the time, ______________________________

ACTIVITY 48: RESPECTING THE BOSS AND PEOPLE IN AUTHORITY

THINK ABOUT IT:

Sometimes bosses are scarey people. They decide whether you are a good worker or not. They can even fire you.

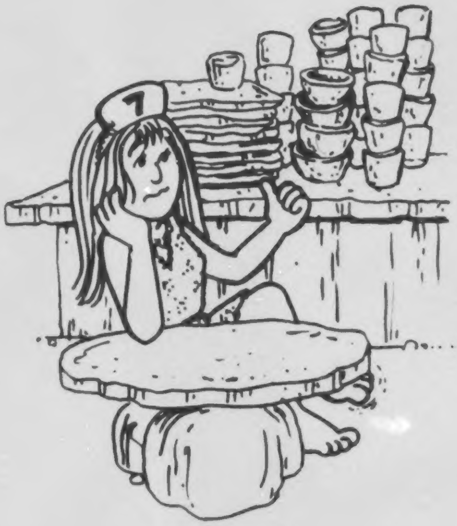
But they are real people and they have feelings, too. They want their businesses to do well. You are hired to help them run a good business.

The best way to get along with bosses is to treat them like real people. Be very honest with them. But be sure you let them make all the important decisions.

Which of the following are good things to do? (Do not write on this page).

The boss is in a hurry and has a number of things Laura should do while he is gone.

1. Try to remember everything he tells her.
2. Ask him to go slowly and let her write down the tasks.
3. Tell him he should not wait until the last minute to give her instructions.
4. Tell him to call her when he has more time and can give her the list.



Zelda says:
My boss is something else! She expects me to work!

OPTIONS:

A. *My Boss Does Funny Things*

Bosses have an idea how they want to run their businesses. That is their job. It may not make sense to you. But, as a boss, he or she has the right to make those choices. Think about your boss. (If you do not have a boss, ask your friend about his or her boss.) List at least 8 things that this boss does which do not make sense to you as a worker. Make your list now. After you have your list finished, pretend you are that boss. Write down *why* you do the things that the employee cannot understand. Being in the employer's place makes a difference. Share your list with your teacher.

B. *The Boss Is The Boss*

If you do not treat the boss with respect, you will probably loose your job. When things go wrong for you, it is easy to blame the boss. If you talk about the boss with other workers, the boss usually hears about it sooner or later and then you are in trouble. Make a poster showing one of these ideas or an idea of your own:

- Talking about the boss when you think the boss is gone
- Complaining about the job
- Acting grumpy when told to do something
- Making fun of the boss when he or she is not looking
- You only hurt yourself when you behave badly against the boss

C. *You Two Are Greeting Card Makers*

You will need two classmates for this Option. Suppose you have a greeting card factory. The three classmates will work on the assembly line. One will draw the designs; one will write the greeting; you will be the boss. For five minutes you tell your two employees exactly what they are to do. How many cards do you complete? Do you understand why the boss gives orders as he or she does? Why is the boss more concerned about the number of cards produced than about the workers?

You will need:
- Colored pens
- Sheets of Paper
- Pencils

D. *Do's And Don'ts Of Ways To Act Toward The Boss*

On Handout 48-D (Worksheet 99), answers are given to problems. You decide if the answer is one that should be given to a boss. Bosses are special people and should be treated in a special way.

E. *The Right Way, And The Wrong Way*

Plan a skit to show one of these ideas:

- A worker who gets to work 30 minutes late.
- A boss who expects too much of a new employee.
- A worker who has an idea how the business could be run better.
- A worker who has trouble getting along with the boss.
- A worker who feels he or she has been treated unfairly.

F. *Bosses Are Human, Too*

Look at Handout 48-F (Worksheet 100). Look at the statement. Tell what you, the newest employee, should do.

***Dave:** I want to do something big and something clean.*
***John:** Then wash an elephant.*

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Read the statements below. Write "YES" if the statement tells a good way for getting along with the boss and people in authority. Write "NO" if the statement is a bad way for getting along.

When Martha's boss reminds her there are many errors in her typing, Martha should:
______ 1. Quit before she is fired.
______ 2. Blame the errors on the typewriter.
______ 3. Read the material she types more carefully and make the corrections.

Joe finds out that setting up sound systems is too hard for him. He should:
______ 4. Explain to the boss how he feels and ask for an easier job.
______ 5. Ask the boss if another worker could teach him how to work the systems.
______ 6. Say nothing but do his best.

Jack works in a garage. He notices a pile of oily rags which is a fire hazard. What should he do?
______ 7. Quietly find a can and put them in it.
______ 8. Tell the boss that those rags must be moved, and fast!
______ 9. Call the fire marshall and complain.

Mrs. Jones is giving Sue directions. Sue should:
______ 10. Listen but not ask questions because she might ask dumb questions.
______ 11. Listen and ask any questions even if they might sound dumb.
______ 12. Tell Mrs. Jones not to bother because she already knows what to do.

Polly goes to work at the dry cleaners but no one tells her what to do. Polly should:
______ 13. Ask one of the assistants or the boss to explain what her duties are.
______ 14. Watch what everyone else is doing and try to do the same.
______ 15. Go back in the back room where no one will see her.

Ivan was accused of breaking a tool and not saying anything about it. John really broke the tool. Ivan should:
______ 16. Quietly go to the boss and explain what happened.
______ 17. Take the blame and say nothing.
______ 18. Tell John he must go and tell the boss.

Gloria must miss work on Monday. She has an appointment with an eye specialist. She should:
______ 19. Call in sick that morning.
______ 20. Tell the boss ahead of time the reason and ask to be away.
______ 21. Offer to come in and make up any work that needs to be done.

Handout 48-F **Activity 48: Respecting The Boss And People In Authority**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Read the sentences. Tell what you, the newest employee of the business, should do. Write your suggestion in the space provided.

1. The boss leaves word that you are to take the van and pick up supplies downtown. You do not have a driver's licence.

2. You work the evening shift. The day shift always leaves you some of their work. When they do this, you cannot get everything done you need to do in the 4 hours time you are to work.

3. The boss and the supervisor have problems getting along. One tells you to do one thing. The other one tells you to do something else.

4. The other employees are always teasing you. They make you do their work. They say that if you tell, they will "get you."

5. Your co-workers "goof off" when the supervisor leaves. They want you to do some of the rowdy things they do.

6. You feel very much alone at work even though there are many other workers around you. Your supervisor looks mean. Who do you ask for help when you do not know what you are supposed to do?

7. The boss is very grouchy today. Everything everyone does seems to be wrong. You want to tell him to go home and come back in a better mood.

8. Mrs. Jones, the supervisor, acts as if she likes some people better than others. She seems to have "pets" but you are not one of them.

9. Bob, the boss's son, works with you. He does everything that the workers are not supposed to do. He even tells you what to do.

10. Mr. Brown gives you too many things to do at one time. And he expects you to remember everything, too!

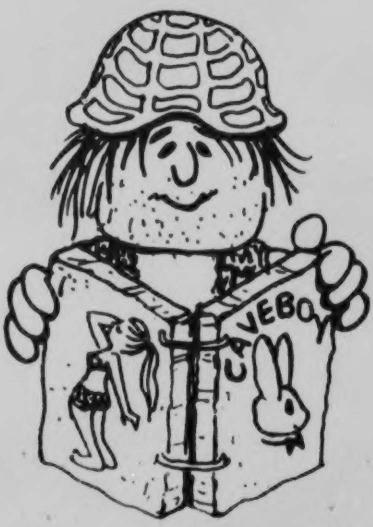
ACTIVITY 49: WORKING PARTNERS NEED RESPECT, TOO

THINK ABOUT IT:

Some people do more than their share of the work. Others do very little except collect their pay. You must try to understand people you work with, even those who are hard to understand.

Let people help you, and you should help them in return. If you become this type of worker, you are very apt to get better jobs and larger raises. Learn to be a helpful co-worker, it will pay off in the end.

Be very careful how you treat other workers. They have feelings, too. Help them more than they expect to be helped.



Zeb says:
Me? Work? No way! I have to finish my magazine before quitting time.

OPTIONS:

A. *I Want Co-Workers Who Are Fun To Be Around*

Think about your co-workers. List all the traits that you would like to see your co-workers have.

B. *Two Puzzles In One*

It is not always easy to get along with co-workers. A puzzle on Handout 49-B (Worksheet 101) helps you think about ways for getting along. If you put the right words in the puzzle, you will find a secret message.

C. *Please Tell Me What Kind Of Co-Workers You Like Best*

Do a survey. Find out from at least 5 adults (more would be better) what traits they would like to see co-workers have. Keep a list of all the different traits. Tell the class what you found out about what others want co-workers to be.

D. *Just How Does A New Employee Get Along With Co-Workers*

Plan this activity with your teacher. Ask a worker to come to class to talk about getting along with co-workers. When you are a new worker, what is the best way to get acquainted? What do "old timers" expect of brand new employees? What should one do when everyone wants to give orders to the new employees? Think of other questions to ask.

E. *Make A Co-Worker's Puzzle*

Develop your own puzzle using these phrases as well as others about you and your co-workers:

Enjoy your work
Enjoy co-workers
Smile
Be friendly
Be pleasant
Be courteous
Talk to co-workers

Show interest
Have a sense of humor
Correct mistakes
Talk to the boss
Ask for help
Do your own work
Get acquainted

Accept criticism
Do not argue
Do not gossip
Be fair
Take suggestions
Be kind
Do your work well

F. *Bad Times At Our Work Sites*

Plan this activity with the teacher. You will also need a classmate who has not done this activity. Ask the class to tell about bad times they have had getting along with co-workers. Then the two of you go off by yourselves. Decide what might be a good way to handle each situation. Go back to the class with your possible answers to the problems. Ask the class to discuss with you each situation. Did you come to a new solution? Can you ever decide ahead of time what would be best? Do you have to learn how to use good judgement at the moment?

Grant: Waiter, what's this fly doing in my soup?
Jeff: I think he is practicing for the Olympics, Sir.

Handout 49-B

Activity 49: Working Partners Need Respect, Too

Name ________________________________

Date ________________ S.S.# ________________

DIRECTIONS: Fill the blanks below with the correct word.

enjoy smile respect humor boss formal job extra
fair get show mistake people accept started arguments

1. If you are pleasant and fair to the people you work with, they will be pleasant and ________ with you. _ _ _ ☐
2. If employees ________ working with one another, they get more work done. ☐ _ _ _ _
3. If co-workers tell you a better way to do something and it isn't different from what the ________ said, listen to their suggestions. _ _ _ ☐
4. A worker needs to be a friend of all ________ – both the bosses and the co-workers. _ _ _ ☐ _ _
5. It takes work to ________ along with co-workers. _ ☐ _
6. ________ everyone as good people and try to understand them. _ _ ☐ _ _ _
7. Those who have worked longer than you will be happy to help you get ________. _ _ _ _ ☐ _ _
8. Treat workers around you with ________ and courtesy. _ _ _ _ _ ☐ _
9. Once you know your ________, do it yourself. Don't depend too much on others. _ ☐ _
10. If you must disagree, ________ kindness as you disagree. _ _ _ ☐
11. Keep your sense of ________. _ _ _ ☐ _
12. Be ready to take on unpleasant or ________ jobs that need to be done. _ _ _ ☐ _
13. Workers who tell you about a ________ are doing you a favor. _ _ _ _ _ ☐ _
14. Don't take sides in ________. _ _ _ _ _ ☐ _ _ _
15. It is better to be too ________ than too friendly when you first begin a job. _ _ ☐ _ _ _
16. ________ and be friendly but don't get too chummy right at first. ☐ _ _ _ _

Now take the letters from the boxes and place them here:

_ _ _ _ _ _ _   _ _ _ _ _ _ _ _ _

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Carol: If you had 14 cows and 2 goats, what would you have?
Henry: A lot of milk.

Don: Why was the President so tired?
Jean: He was running for office!

Paul: What has 4 eyes and runs all night?
Jane: The Mississippi River!

ACTIVITY 50: BEING HAPPY I AM ME

THINK ABOUT IT:

Every person has very many good qualities in his or her personality. In some people, the bad features are very present, but underneath that hard outer shell, good kind qualities are hidden.

And sometimes we get to thinking we are not much good either. But that just is not so. Much good can be found in every person. You will be surprised when you start thinking about and listing all of your good qualities. You may have good qualities you have never thought about before.

Think about these good qualities. Try to make your weaker qualities stronger. Think of yourself as a good person because you really are. And be happy with yourself; there is no one just like you. You are special.

Zok says:
Happiness, like my stew, is filled with a little bit of a lot of things.

OPTIONS:

A. *Think Only Positive Thoughts*

Do this Option when you have ten minutes when no one will be talking to you. Sit in a chair. Close your eyes. Do not move. Think very hard of all the things about you that are good. When a negative thought comes to your mind, put a positive thought in its place. Be very honest with yourself. Try to think of at least five good new ideas that you have not thought of before about yourself. Talk with your teacher about youself. Do not allow either of you to mention any of your bad features.

B. *I Can Do These Things Well*

You may want to do Option A before you do this Option. After you have thought of your good qualities, list them on Handout 50-B (Worksheet 102).

C. *Three Friends Say Kind Things About Me*

If you are unsure about what others see as your good points, let's ask them. Use Handout 50-C (Worksheet 103). Ask three friends to each think of five *good* qualities about you. After the first one finishes writing, fold the paper the long way on the line. The second person should not see the first person's responses. Do the same thing with the third friend. What did you learn about yourself that you did not know before?

D. *Today, Let's Talk About Our Good Qualities*

Plan this activity with your teacher. Ask the school counselor to come to class to talk about seeing one's good qualities (having a good self-concept). How can you make the most of the good qualities? Why is it important to keep a good impression of yourself? What can we do when we feel down (depressed)? You might suggest to the counselor that he or she helps you with some activities. Be sure to write a "thank you" note to the counselor after the visit.

E. *I Know This Person Who Is Always Happy*

Write a story about yourself but make it sound, instead, as if it is someone you know. Do not use the words, "I" or "me." In the story tell about all the things which you do well. After you have described the person, make predictions. Tell what this person:

—Will be doing a year from now.
—Should choose to do for a living.
—Will be doing ten years from now.
—Will do to get a good life going.

F. *"Sociable" Means I Like To Be With People*

Look in newspapers and magazines for printed words which describe the good parts about you. If you cannot find words to describe you, print out the words on posterboard. You may want to use different colored pens or different types of printing. Share the meanings of what you have written with a classmate and your teacher.

Joyce: What attracts one banana to another?
Diane: Appeal!

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Think of your good qualities. Write them in the correct spaces.

I can do these things well:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

I have these good feelings:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

People like me because I am:

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Handout 50-C **Activity 50: Being Happy I Am Me**

Name ______________________________

Date ______________ S.S.# ______________

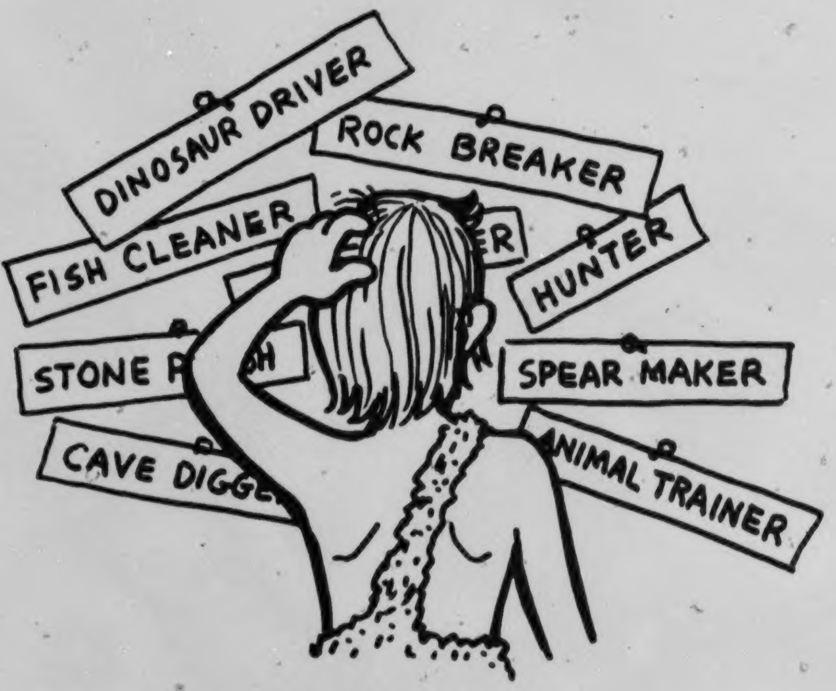
DIRECTIONS: Ask three classmates to name five good things about you. After each one writes about you, fold over the paper so the next friend will not see. Your friends are to make *only* positive statements. Ask them to be very honest.

FRIEND NO. 1 Name ______________	FRIEND NO. 2 Name ______________	FRIEND NO. 3 Name ______________
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

What did you find out about yourself that you did not know before?

SECTION I

The World Of Work


DINOSAUR DRIVER
ROCK BREAKER
FISH CLEANER
R
HUNTER
STONE P
SH
SPEAR MAKER
CAVE DIGGE
ANIMAL TRAINER

ACTIVITY 51: TAKING AN OVERVIEW LOOK AT CAREER CHOICES

THINK ABOUT IT:

Deciding on a job you would like has to start somewhere. Hundreds of different kinds of work exist. Just where should you start to decide on one?

1. You might get the *Dictionary of Occupational Titles* and start down the list. That would take forever and would do very little good.
2. You might go through the *Occupational Outlook Handbook.* That's a better idea but still it would be too much reading.
3. You could begin with all the jobs in the world and start eliminating some large groups. You might be able to throw out a large number of uninteresting ones in a short time if you think about clusters of jobs.

Start making decisions about jobs now. You can always change your mind but let us begin to think now.

DINOSAUR DRIVER
ROCK BREAKER
ER
HUNTER
FISH CLEANER
SPEAR MAKER
STONE P
CAVE DIGGE
NIMAL TRAINER

Zeno says:
If it were not for all those choices, I could make up my mind fast!

OPTIONS:

A. *First, Let's Look At Many Careers*

Listen to Tape #5. Look at Narrative #5, which begins on page 253, as you listen to the tape. What does it say about choosing a career? Get Handout 51-A (Worksheet 104). Think about each of the very general areas. Where do your main interests lie? Do this Option to see what you can find out about yourself.

You will need:
- Handout 51-A
- Tape #5
- Cassette Player
- Narrative #5 (on pages 253-256)

B. *That Police Officer Is A Patrol Officer*

Watch T.V. for several hours. Keep a piece of paper in front of you. As a new character comes on, write down his or her occupation. If the story does not tell you, decide what job that person might have. Then in the fourth column write your opinion of that job. (Keep in mind, too, that jobs on T.V. are not like jobs in real life). Your paper will look like this:

Name of T.V. Program	T.V. Person's Name	That Person's Job	How I Feel About That Job For Me

You may want to do this several times in order to get a larger number of job choices. What group of jobs do you see that interests you?

C. *Cross Out The Dull! Circle The Interesting!*

Look through a magazine. Cut out at least 20 pictures of people in different jobs. Paste them onto a large piece of paper. Label each job. If you cannot tell what the job is, look at the person and decide. Circle the jobs you are interested in, or might like to find out more about. Cross out those jobs which sound dull to you. Then decide which three jobs sound best to you. Show these three by drawing 3 circles around them.

D. *That Job Is A New Possibility For Me*

Find the *Occupational Outlook Handbook* or some book which tells about many different occupations. Spend at least thirty minutes looking through it. Read about jobs which sound interesting to you. Skip over those that do not look as if they are jobs for you. Then talk to your teacher about the best job you can find in the book. What one is it? What is it about that job you like? Was today the first time you found that job interesting? Or, have you thought about it many times?

E. *Jobs, Jobs, All Kinds Of Jobs*

On Handout 51-E (Worksheet 105), many jobs are named. Think about each one. Rate it as to the way you feel about it right now. See what new ideas about yourself comes out.

F. *Can You Tell Me Where The Books About Jobs Will Be Found?*

Look in the library for a book about careers. Or, ask the counselor for some pamphlets about jobs. Read at least one which interests you. Answer these questions about it:

- What would I do if I had this job?
- What parts about the job really sound interesting?
- What other jobs might be very much like this one?
- Where would I go to find such jobs?

Marley: I wish I had enough money to buy two giraffes?
Hanley: What would you do with two giraffes?
Marley: Oh, I wouldn't. I'd just like to have that much money.

Handout 51-A

Activity 51: Taking An Overview Look At Career Choices

DINOSAUR DRIVER
ROCK BREAKER
FISH CLEANER
HUNTER
STONE
SPEAR MAKER
CAVE DIG
TRAINER

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Listen to Tape #5. Also use Narrative #5 on pages 253-256. Rate the tasks listed below. On the line before the number mark:

0 — If you are not at all interested
1 — If you have no feeling one way or the other
2 — If the task would be very interesting to you

Applied Biological and Agricultural Occupations

______ a. ______ d. ______ g.
______ b. ______ e. ______ h.
______ c. ______ f. TOTAL ______

Business, Marketing, and Management Occupations

______ a. ______ d. ______ g.
______ b. ______ e. ______ h.
______ c. ______ f. TOTAL ______

Health Occupations

______ a. ______ d. ______ g.
______ b. ______ e. ______ h.
______ c. ______ f. TOTAL ______

Home Economics Occupations

______ a. ______ d. ______ g.
______ b. ______ e. ______ h.
______ c. ______ f. TOTAL ______

Industrial Oriented Occupations

______ a. ______ d. ______ g.
______ b. ______ e. ______ h.
______ c. ______ f. TOTAL ______

Now list the *cluster areas* in the order of their importance to you. Put the one with most points first, and least points last.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Handout 51-E **Activity 51: Taking An Overview Look At Career Choices**

DINOSAUR DRIVER
ROCK BREAKER
FISH CLEANER
R
HUNTER
STONE
SPEAR MAKER
CAVE DIG
NAL TRAINER

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Think about each of these jobs. Rate each one — 0 - I do not know anything about this job; 1 - This job is not for me; 2 - This job might be O.K. but I am not really interested; 3 - This job sounds great to me.

AGRICULTURAL OCCUPATIONS

______ Veterinarian
______ Butcher
______ Crop Duster
______ Farmer
______ Florist
______ Zoo Keeper
______ Forest Ranger
______ Rancher
______ Dairy Farmer
______ Horse Trainer
______ Equipment Dealer
______ Farm Mechanic
______ Geologist
______ Soil Tester
______ Meat Packer
______ Bee Keeper
______ Tree Farmer
______ Greenhouse Worker
______ Trapper
______ Sawmill Worker

BUSINESS, MARKETING, AND MANAGEMENT OCCUPATIONS

______ Accountant
______ Bank Teller
______ Buyer
______ Cashier
______ Court Reporter
______ File Clerk
______ Receptionist
______ Salesperson
______ Secretary
______ Telephone Operator
______ Stock Clerk
______ Typist
______ Sales Manager
______ Real Estate Agent
______ Advertising Worker
______ Demonstrator
______ Stenographer
______ Traffic Clerk
______ Apartment Manager
______ Insurance Agent

HEALTH OCCUPATIONS

______ Dental Hygienist
______ Dentist
______ Orderly
______ Doctor
______ Registered Nurse
______ Nurse Aide
______ Technician
______ Paramedic
______ Coroner
______ Mortician
______ Optician
______ Pharmacist
______ Secretary
______ School Nurse
______ Garbage Collector
______ Dietician
______ Food Inspector
______ Psychiatrist
______ Sanitarian
______ Safety Inspector

HOME ECONOMICS OCCUPATIONS

______ Baker
______ Chef
______ Bartender
______ Bell Hop
______ Waiter/Waitress
______ Child Care Aide
______ Dishwasher
______ Dressmaker
______ Dry Cleaner
______ Clothing Designer
______ Homemaker
______ Hotel Manager
______ Housekeeper
______ Meat Cutter
______ Babysitter
______ Garment Maker
______ Home Ec. Teacher
______ Salesperson
______ Busperson
______ Sewing Machine Operator

INDUSTRIAL ORIENTED OCCUPATIONS

______ Mechanic
______ Body Repair
______ Janitor
______ Diesel Mechanic
______ Taxi Driver
______ Delivery Person
______ Bus Driver
______ Trucker
______ Engineer
______ Carpenter
______ Beautician/Barber
______ Police Officer
______ Pilot
______ Electrician
______ Welder
______ Plumber
______ Painter
______ Surveyor
______ Fire Fighter
______ Postal Worker

Talk with your teacher. What do you see about yourself after looking at the list?

Narrative #5
for Tape #5
To Be Used With Activity 51-A

TAKING AN OVERVIEW OF CAREER CHOICES

DIRECTIONS: Use Handout 51-A to mark your answers. Please do not write on these sheets.

Did you know that chances are you will live fifty or sixty years after you finish school? That is a long time, isn't it? Have you decided about all the things you will be doing during those years? Where do you think you will live? What job do you hope to have? What will you be doing to help keep society going? No one knows. Any answers will be only guesses. It is interesting to wonder about such questions, though. Some of you may live in sunny California, in beautiful Hawaii, or chilly Alaska. Others may still live on the same street you do right now. Some of you may be in high paying jobs while others will be living comfortably even though there is not enough money for extras. Still others may not even have enough skills to find a job.

During these fifty to sixty years, you will probably work twenty-five to forty years and you will go to work, maybe five days a week. About forty hours a week, that is 2,000 hours a year, you will be making a product or providing a service for others. You will be giving your time and will receive, in return, money to use in whatever way you choose.

Those working hours may be enjoyable and a very pleasant part of your life. You may be doing something you really find interesting. If your job is satisfying, you will feel proud of what you are doing. And your paycheck will help you have many of the things you want. A combination of all three of these is how people hope they will spend their working lives. That is:

(1) They will *enjoy* what they do.
(2) They will *be proud* of the product they are producing or the service they are providing.
(3) They will *make enough money* to live comfortably.

That is the ideal. Other possibilities exist however. You may be one who goes to work and hates every minute of it. You may feel very discouraged and dissatisfied with the product or service you give. You may be working the same amount of time as others, but still not have enough money to live even comfortably.

People in our society put much stress on the jobs we do. Life centers around work. All other activities stop, or must wait, so that work schedules can be met. The working world is so important that people, even those we do not know, make decisions about us by the jobs we have. They pretty well know:

- About how much money we make.
- How far we went in school.
- Where we live.
- What kind of friends we have.
- What we do in our leisure time.
- What organizations we belong to.

If work is such a big and important part of each person's life, then one must start planning early for a successful working life.

It makes sense that people should get the best job that they are qualified for as early in their lives as they can so that they can reap the benefits for as long as they can. Everyone has the same 24 hours in a day. Each person needs to use that time to the best advantage so that happiness and a feeling of accomplishment are there. It takes about a half-million dollars to get a family through a lifetime, figuring $12,000 a year for forty years. This amount pays for the necessities of life such as food, clothing, housing, transportation, outside services, taxes, medical services and education.

It is not too early for you to begin thinking about that future out ahead. To get where you want to go takes planning. Just as you plan a menu or decide a route to take on a trip. Your working life needs to be organized. A job for which you prepare will very likely be more satisfying than just any job that happens to come your way.

Probably the best way to start planning is to determine what area you really enjoy; that is, decide on a very broad category of jobs. Suppose we take all the jobs in the world and put them all together in one big group. Then we will sort them out into five different and very broad groups. We might use these five groups:

- Applied Biological and Agricultural Occupations
- Business, Marketing and Management Occupations
- Health Occupations
- Home Economics Occupations
- Industrial Oriented Occupations

Now let's talk about each group separately. Listen for examples which will describe the jobs in each area.

Applied Biological and Agricultural Occupations

These are jobs where people work with plants and animals. Such jobs would include: foresters, farmers, florists, pet shop workers, golf course workers, landscapers, forest rangers, surveyors, seed growers, and veterinarians. Anyone who has a job connected with animals, plants, what animals and plants produce, or what they need, has an agricultural occupation.

Business Marketing and Management Occupations

Such jobs are those which send out products and services to users, and then are responsible for recording the sales and collecting for these products and services. Such jobs are business managers, secretaries, bookkeepers, cashiers, stock clerks, buyers, computer programmers, stock buyers, salespersons, and many others. If there is an exchange of products for money, or products for products, a business occupation is needed to take care of that sale.

Health Occupations

Jobs which help people get well or stay well are health occupations. These include: doctors, dentists, dieticians, X-ray technicians, nurses, mental health workers, pharmacists, aides, paramedics, and other occupations which make people feel better or prevent illnesses.

Industrial Oriented Occupations

These jobs include a wide range of trade and industrial occupations. Such workers design, produce, process, assemble, test, maintain, service or repair any product. Jobs include: telephone operators, welders, mechanics, jewelers, locksmiths, carpenters, electricians, TV technicians, foundry workers, printing and publishing operations, and similar positions.

Home Economics

Home economics occupations center around jobs dealing with satisfying the basic needs of life. Four categories generally come to mind: (1) child care, (2) people serving hotels, motels, and resorts, (3) food services, and (4) clothing occupations. Several home economics jobs include: child care attendants, homemakers, librarians, cooks, waiters, dishwashers, garment makers and sewing machine operators.

Bobby: Sally, you look pretty dirty!
Sally: Thank you! I look pretty clean too!

A reason to group jobs in this way is to help find one broad area that is interesting to you. Once you decide which area is most interesting, you can eliminate, for the moment, the other four broad categories. For example, if you find you would really like to help people get well, or if you want to help others to stay well, that puts your interests in the health occupations area. You can then test your interest by asking yourself, "Would I like to be in the health field better than in agriculture, business, home economics, or industry? Be sure to remember that even though you are interested in one group now, that interest may change later on. It may very well be that health occupations sound interesting to you now, but later on you may lean towards business or one of the other areas.

Here is an activity which may help you discover in which of the five broad areas your interests lie. You may already know. Do the activity anyway to see if the results come out the way you think they will.

You will need Handout 51-A from the reserve supply. A number of job descriptions have been given. Think about each one.

Rate each item in the following way: If you think you would be very unhappy or even miserable doing the job named, write "0" on the line. If you do not feel strongly either "for" or "against" the job, write "1." If you think you might like that job, write "2."

Let me say that again:
Write "0," if you are not the least bit interested in the job.
Write "1," if that job is a possibility.
Write "2," if the job sounds very interesting to you.

Let's begin. Stop the recorder whenever you need more time to think.

Rate the jobs below:

0 – Just could not do that.
1 – It would be O.K.
2 – Sounds good to me.

Applied Biological and Agricultural Occupations

a. Helping animals stay well or get well
b. Planting crops
c. Testing soil
d. Observing trees
e. Conserving natural resources
f. Riding on farm machinery
g. Testing with chemicals
h. Delivering farm products

Business, Marketing and Management Occupations

a. Typing letters and invoices
b. Buying and selling products
c. Managing a business
d. Operating a key punch machine
e. Keeping records of business matters
f. Writing or selling advertisements
g. Selling real estate or insurance
h. Keeping aware of changes in the economy

Health Occupations

a. Assisting with or fixing people's teeth
b. Helping people stay well or get well
c. Preparing deceased persons for burial
d. Being a recreation leader
e. Making the environment cleaner
f. Helping people see or hear better
g. Learning about foods which are nutritious
h. Testing and planning for healthy people in the future

Home Economics Occupations

a. Preparing and serving food products
b. Designing and making clothing
c. Teaching others
d. Protecting the safety of others
e. Providing people with entertainment
f. Providing transportation
g. Helping people do that which they cannot do themselves
h. Assisting people to live together comfortably and peacefully

Industrial Oriented Occupations

a. Putting together large objects
b. Repairing objects and machines
c. Drawing and painting pictures
d. Building small objects
e. Thinking up designs and drawing plans for those designs
f. Operating heavy equipment
g. Constructing buildings, bridges, or equipment
h. Planning for bigger and better equipment in the future

Now add up the numbers in each group to see what your scores are. Mark the totals on the line on the right-hand side of the page. Compare totals for: Agriculture, Business, Health, Home Economics, and Industry.

Circle the section which received the most points. Which group received the next largest number of points? Which received the least number of points?

Would you say that the group receiving the most points is really the area in which you are most interested? Think of three job possibilities which interest you now. Start thinking about others. The future is just ahead. Start planning for your future now. Good luck!

Mark: *Waiter, there's a big mouse in my stew!*
Waiter: *Shhh! Don't make such a fuss. The others will want one too!*

ACTIVITY 52: JOBS REQUIRING SKILLS IN SUBJECT MATTER AREAS

THINK ABOUT IT:

Can you think of some jobs where you do not need any of the skills you are learning at school?

It seems there might be quite a few. But try to name some. It would be very difficult.

Just about every job you might name needs math or reading. Others need art or musical ability. Still others require the worker to know where cities are or where a certain product is grown.

It would not be a good idea to get a job which required a lot of physical strength if you do not have the strength to do a good job. You would wear yourself out and be miserable if the job required your body to do more than it was able. It is the same with other skills and abilities.

You should choose a job where you can use the best skills you have.

Cave kids without reading, 'riting, and 'rithmetic are like an ice cream cone on a hot day — in a mess!

OPTIONS:

A. *A Trucker Needs Many Math Skills*

Look at the jobs below. Choose five of them.

- Baker
- Landscaper
- Sod Grower
- Tailor
- Bank Teller
- Zoo Keeper
- Pilot
- Bus Driver
- Salesperson
- Dancer
- Fashion Designer
- Architect
- Reporter
- Athlete
- Paramedic
- Minister
- Critic
- Teacher
- Nurse
- Mechanic
- Bookkeeper
- Social Worker
- Music Store Salesperson

Now think of skills in subjects needed for each of the five jobs. You will want to keep these subjects in mind:

- Math
- Music
- Language Arts
- Art
- Health
- Physical Education
- Social Studies
- Science

Mark your paper in this way:

JOB	WHICH SUBJECTS ARE NEEDED?	WHAT PART OF THE JOB USES SKILLS IN THAT SUBJECT?
Example: Trucker	Math	When figuring weight limits When figuring distances traveled and gas mileage Map Reading
	Social Studies	What weather conditions are apt to exist in areas of the country.
	Etc.	

B. *May I Talk With You About Your Job?*

Talk to five different workers. Be sure that each one is from a different job cluster. Ask them to tell you which of these skills they use in their jobs and in what ways:

Math
Science
Language Arts
Social Studies
Physical Education
Art
Health
Music

Write down what each one says. Does it surprise you what these workers say?

C. *A Firefighter Must Be In Good Physical Condition*

List these subjects on your paper. Choose three jobs in each section. Tell how that subject area is needed on the job.

HEALTH AND PHYSICAL EDUCATION

Barber
Nurse
Dancer
Therapist
Football player

MUSIC AND ART

Sculptor
Painter
Singer
Actor
Interior Decorator

SCIENCE

Dentist
Farmer
Florist
Veterinarian
Pharmacist

SOCIAL STUDIES

Mail Carrier
Police Officer
Weather Reporter
Social Worker
Politician

MATH

Clerk
Carpenter
Bank Teller
Paper Carrier
Architect

LANGUAGE ARTS

Actor
Priest
Editor
Librarian
Judge

Example:
Health and Physical Education
Barber — Needs to know diseases of the scalp and hair.

D. *Get Ready For Your Job Ten Years From Now*

Write a paragraph. Tell about the job you hope to have ten years from now. In order to do that job well, what school subjects should you study now? In what ways will you need those skills? To be very well prepared for the job, what other courses should you take while you are still in school?

E. *A Puzzle To Remind You*

Skills in health, physical education, science, or language arts are shown in a puzzle on Handout 52-E (Worksheet 106). Think about each job as you do the puzzle.

F. *And Another Puzzle To Remind You*

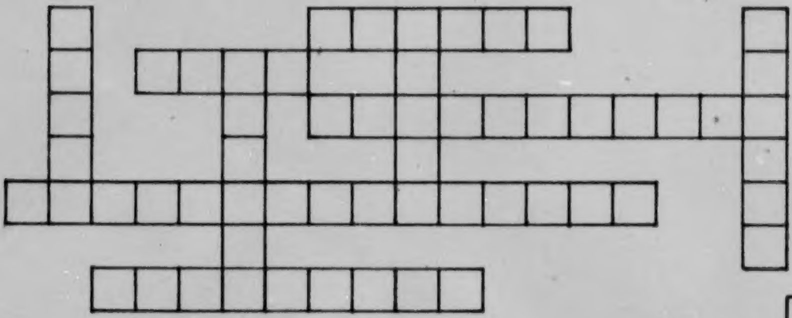
On Handout 52-F (Worksheet 107) you will find three short puzzles. Fit the words into their right places. Count the letters of the words and begin.

Handout 52-E **Activity 52: Jobs Requiring Skills In Subject Matter Areas**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Do the puzzles by filling the blanks with the occupation words. Think about the skills needed as you do each puzzle.



Jobs where skills in *HEALTH* AND *PHYSICAL EDUCATION* are needed:

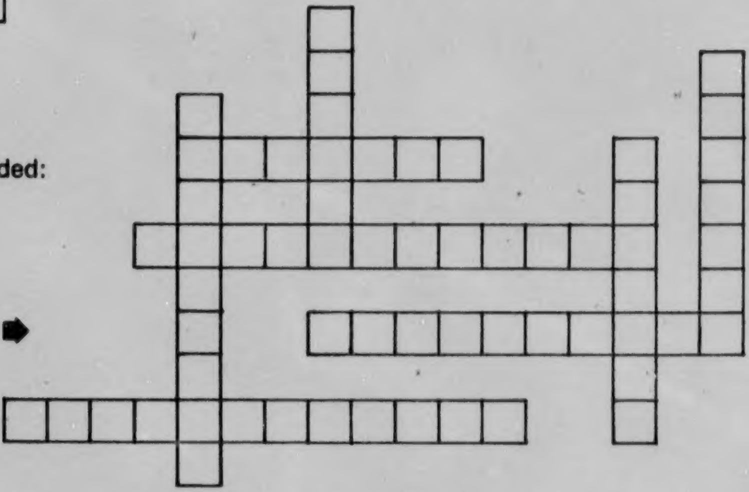
barber
model
nurse
dancer
⬅

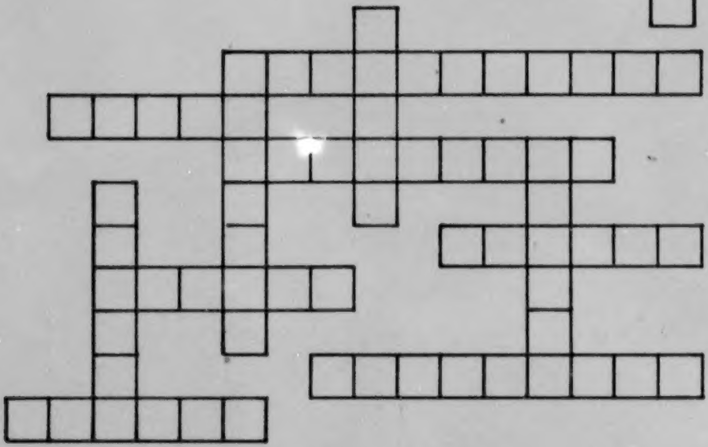
flight attendant
aide
therapist
fire fighter
doctor

Jobs where skills in *SCIENCE* are needed:

dentist
forest ranger
scientist
farmer

chemist
florist
pharmacist
veterinarian ➡





Jobs where skills in *LANGUAGE ARTS* ARE NEEDED:

⬅

teacher
actor
announcer
priest
truck driver
writer

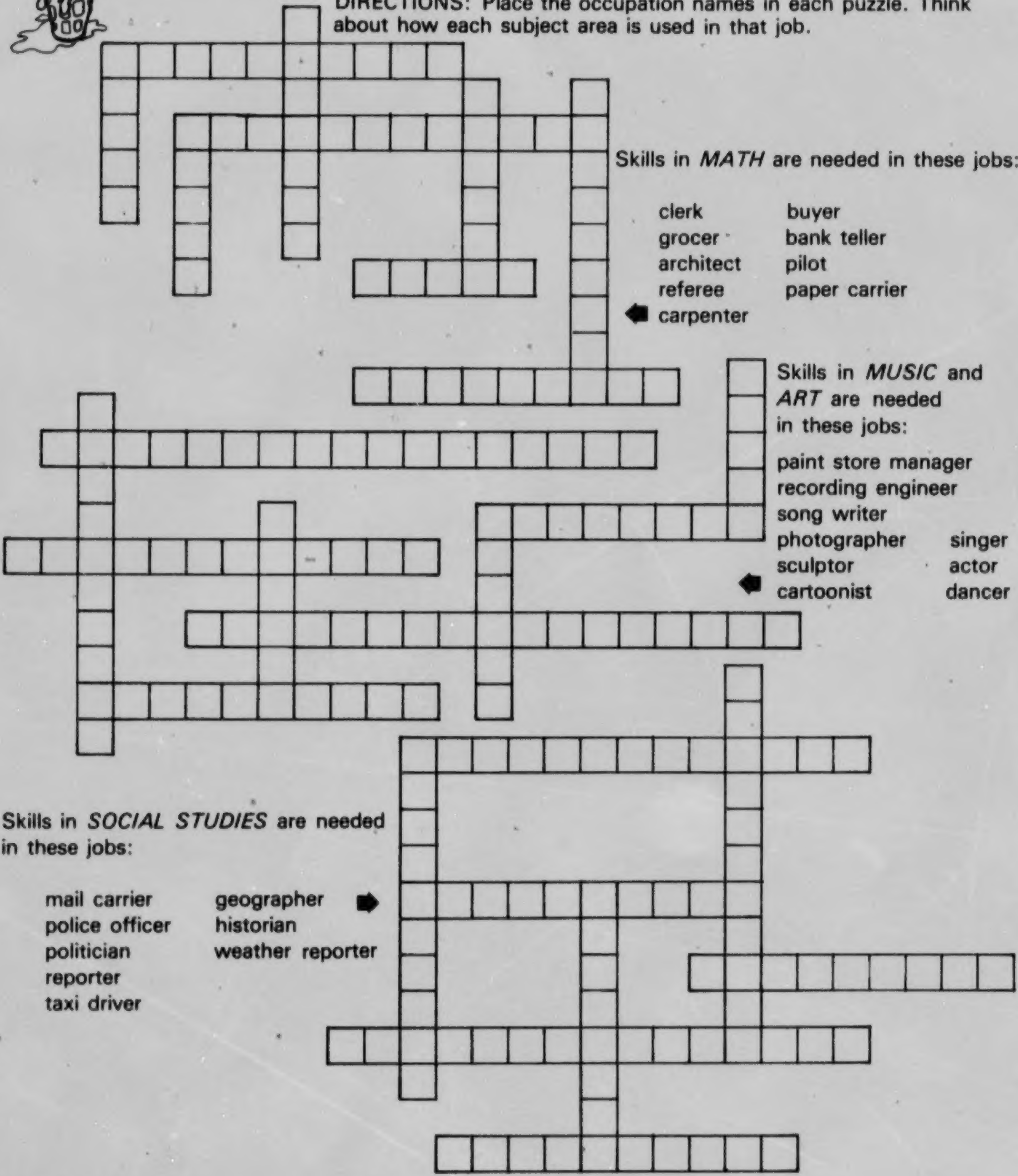
editor
librarian
typist
judge
author

Handout 52-F **Activity 52: Jobs Requiring Skills in Subject Matter Areas**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Place the occupation names in each puzzle. Think about how each subject area is used in that job.



Skills in *MATH* are needed in these jobs:

clerk	buyer
grocer	bank teller
architect	pilot
referee	paper carrier
◀ carpenter	

Skills in *MUSIC* and *ART* are needed in these jobs:

paint store manager	
recording engineer	
song writer	
photographer	singer
sculptor	actor
◀ cartoonist	dancer

Skills in *SOCIAL STUDIES* are needed in these jobs:

mail carrier	geographer ▶
police officer	historian
politician	weather reporter
reporter	
taxi driver	

ACTIVITY 53: THINKING ABOUT JOB POSSIBILITIES FOR HIGH SCHOOL TEEN-AGERS

THINK ABOUT IT:

At first, it may seem as if there are not many jobs in your area for teen-agers. Of course, teen-agers cannot work at all jobs. Some jobs are not safe and young people are not permitted in some areas. One such job would be working around flammable materials.

Other jobs require training and/or experience. For example, a teen-ager could not have a job as an engineer because that job takes training. Neither could a teen-ager have a job as a chef in a large restaurant because that job usually takes training and experience.

But a number of jobs are for teen-age workers if they are willing to learn, and if they are responsible people. Take a look around you. What jobs do you see for you?

Zelda says:
A job taking care of plants? I might get my hands dirty!

OPTIONS:

A. *All These Jobs For Teen-Agers*

Ask a friend to join you for this activity. Get a sheet of paper. List every job title you can think of which might be a job for a teen-ager. Your list will be long.

For example:

At a restaurant you could list:

Busperson
Dishwasher
Host/Hostess
End Cook
Waiter/Waitress
Janitor
Salad Maker
Preparation Cook

Can you think of other jobs for the teen-ager at the restaurant. Think of jobs for teen-agers at these places also:

Golf Course
Supermarket
Hospital
Farm
Flower Shop
Greenhouse/Nursery
Department Store
Office
Bank
Nursing Home
Child Care Center
Hotel/Motel
Fast Food Service
Garage/Service Station
Home

B. *Think Of Two Grocery Stores Who Hire Teen-Agers*

Handout 53-B (Worksheet 108) lists a number of jobs teen-agers might have. Think of two businesses in your neighborhood which hires teen-agers for that job. For example:

Type of Work	**Business or Person to go to**	
Sackers at grocery store	Eisner's	I.G.A.

C. *Counselor, What Jobs Are Hazardous Jobs?*

Plan this activity with your teacher. Ask your counselor or vocational counselor to come to class. Talk about all the jobs there are for teen-agers. What laws keep teen-agers from working at hazardous jobs? Find out what hazardous jobs are? Are these jobs lested as hazardous areas?

Pumping gas
Working around moving machinery
Working where alcohol is sold by the drink

What others?

D. *A Teen-Ager's Job Puzzle*

Make a puzzle using these titles of jobs for teen-agers:

Sacker
Busperson
Paper Carrier
Nurse Aide
Orderly
Waiter
Waitress
Dishwasher
Janitor
Sales Clerk
File Clerk
Typist
Babysitter
Stock Clerk
Gardener
Window Washer
Cashier
Farm Hand

You may use other job titles, too. Your teacher may want to duplicate and give your puzzle to class members.

E. *Possible Jobs For Teen-Agers Like Me*

When you hear about a job, you must decide if that job is one you could have. Do you qualify? Do you have the skills? Get Handout 53-E (Worksheet 109) from the reserve supply. Decide if each job is one you could have. Is there a law which makes that illegal for you?

F. *Now, These Jobs Are Listed As Hazardous*

Go to the Vocational Director of your school. Ask him or her about hazardous jobs. Find out the laws. Prepare a report for your class. Give your report. Be ready to help members of your class decide which jobs are hazardous and which jobs are not.

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Handout 53-B

Activity 53: Thinking About Job Possibilities For High School Teen-Agers

Name ____________________

Date __________ S.S.# __________

DIRECTIONS: Listed below are different types of work. Name two places where you could go in your neighborhood to find a job of that kind.

Type of Work	Business or Person to go to	
1. Sackers at Grocery Store		
2. Busperson		
3. Paper Carrier		
4. Nurses' Aide or Orderly		
5. Automotive Repair		
6. Car Hop at Drive-in		
7. Yard Work		
8. Concession Seller		
9. Waiter/Waitress		
10. Laundry Worker		
11. Babysitter		
12. Dishwasher		
13. Janitor		
14. Service Station Attendant		
15. Store Clerk		
16. File Clerk		
17. Typist		
18. Farm Hand		
19. Stock Clerk		
20. Life Guard		

Handout 53-E

Activity 53: Thinking About Job Possibilities For High School Teen-Agers

Name ______________________________

Date ____________________ S.S.# ____________________

DIRECTIONS: Look at each job below. Could you work there? Keep in mind these reasons:

- You cannot work around moving machinery if you are under 18 years of age.
- You cannot work around dangerous materials if you are under 18 years of age.
- You cannot work under the same roof where alcohol is sold by the drink if you are under 18 years of age.
- The job needs special training you have not had.

Write "Yes" if the teen-ager could work there. Write "No" if the teen-ager could *not* work there. If the answer is "No," give the reason why that job is against the law.

For example: Waiter/Waitress at the Country Club — No, alcohol is served by the drink.

A POSSIBLE JOB FOR YOU	YES OR NO	REASON, IF ANSWER IS "NO"
1. Nurse Aide/Orderly		
2. Lawn Mower at Country Club		
3. Welder		
4. Cashier at Liquor Store		
5. Store Clerk at Department Store		
6. Typist		
7. Registered Nurse		
8. Bus Driver		
9. Maid		
10. Cook at Holiday Inn		
11. Child Care Attendant		
12. Dishwasher where Automatic Dishwasher is used		
13. Auto Mechanic		
14. Race Car Driver		
15. Library Aide		
16. Caddie		
17. Meat Cutter		
18. Dietary Aide		
19. Car Wash Attendant		
20. Florist Truck Delivery Person		

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ACTIVITY 54: SELECTING HIGH SCHOOL COURSES TO PREPARE FOR CERTAIN JOBS

THINK ABOUT IT:

Do you have any ideas now as to what you want to do when you get out of school? Are there any special skills you will need that you do not have now?

A way to get ahead of all the rest is by planning. But you may ask, "How can I get ready before I get the job?"

A number of classes are offered at your high school which may help you learn many of the details before you go to work. But you must know what classes you should take in order to be prepared for a certain job.

Look at these:

If you want to:	*You might take in high school:*
—Work in a hospital	—Introduction to Health Occupations
—Work in a bank	—Introduction to Business
—Work on cars	—Automotive Repair

What classes does your school offer which will help you get ready for work?

Care for some chicken, Zel?

Zeno says:
Courses in home economics teach cave kids how to have manners.

OPTIONS:

A. *May I Have A List Of All The Courses Offered Here?*

Get a list of all the courses offered at your school. Look at the list. Talk with your teacher about it. What does it tell you? What does it say about the courses you must take? What does it say about courses you are free to take if you want them? What one course on the list would you take if you could?

B. *To Be A Secretary, I Should Take These Two Typing Courses*

Name the job you want to have five years from now. Go through the list of courses for your school. If you wanted to prepare yourself now for that job, name all the courses you should take. Will you be able to work those courses into your schedule? Talk with your teacher about what you find out.

C. *A Job For Me And The Courses I Need*

Get Handout 54-C (Worksheet 110). Look at the course list for your school. Name a course which your school offers that would be needed to do the jobs listed.

D. *Could I Talk To You About My Future?*

Make an appointment with your school counselor. Talk about yourself, the job you want to get, and the courses you should take while you are in high school. Write a paragraph telling what you discovered when you talked with the counselor.

E. *Let Me Decide For You*

Some of your friends are planning on the jobs listed below. Look at these jobs. Go through the course list for your school. Decide which courses would be best for your friends to take while in high school. You may want to decide how many electives each will have and choose only the electives. Or, you may want to plan their schedules for three or four years. The jobs are:

—Auto Mechanic
—Seed Farmer
—Bank Teller
—Nurse Aide
—Beautician
—Florist
—Child Care Aide
—Forest Ranger
—Secretary

F. *A Course Puzzle, Of Course*

A puzzle full of high school courses is given on Handout 54-E (Worksheet 111). Do this puzzle or make one of your own using courses offered at your high school.

Jim: I like this dog but his legs are too short.
Sue: Too short? They reach the floor, don't they?

Handout 54-C

Activity 54: Selecting High School Courses To Prepare For Certain Jobs

Care for some chicken, Zel?

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Name a class which would help prepare a high school student for doing that job after school.

POSSIBLE JOB	ONE COURSE OFFERED AT YOUR SCHOOL YOU SHOULD TAKE
1. You want to be an auto mechanic.	
2. You want to be a carpenter.	
3. You want to work in a foundry.	
4. You want to work in a dentist's office.	
5. You want to work on TVs.	
6. If you want to work in a day care center.	
7. If you want to work in a restaurant as a cook.	
8. If you want to be a secretary.	
9. If you want to be a farmer.	
10. If you want to be a police officer.	

Handout 54-F

Activity 54: Selecting High School Courses To Prepare For Certain Jobs

Care for some chicken, Zel?

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Place the words below in their right places. You will use each word only once.

3 letters
Art

4 letters
Math
Band

5 letters
Foods
Choir

6 letters
Typing

7 letters
Welding
Algebra
Biology
English

8 letters
Drafting
Geometry

9 letters
Child care
Shorthand

10 letters
Animal care

11 letters
Electronics
Metal trades
Machine shop
Bookkeeping
Photography

12 letters
Small engines

13 letters
Commercial art

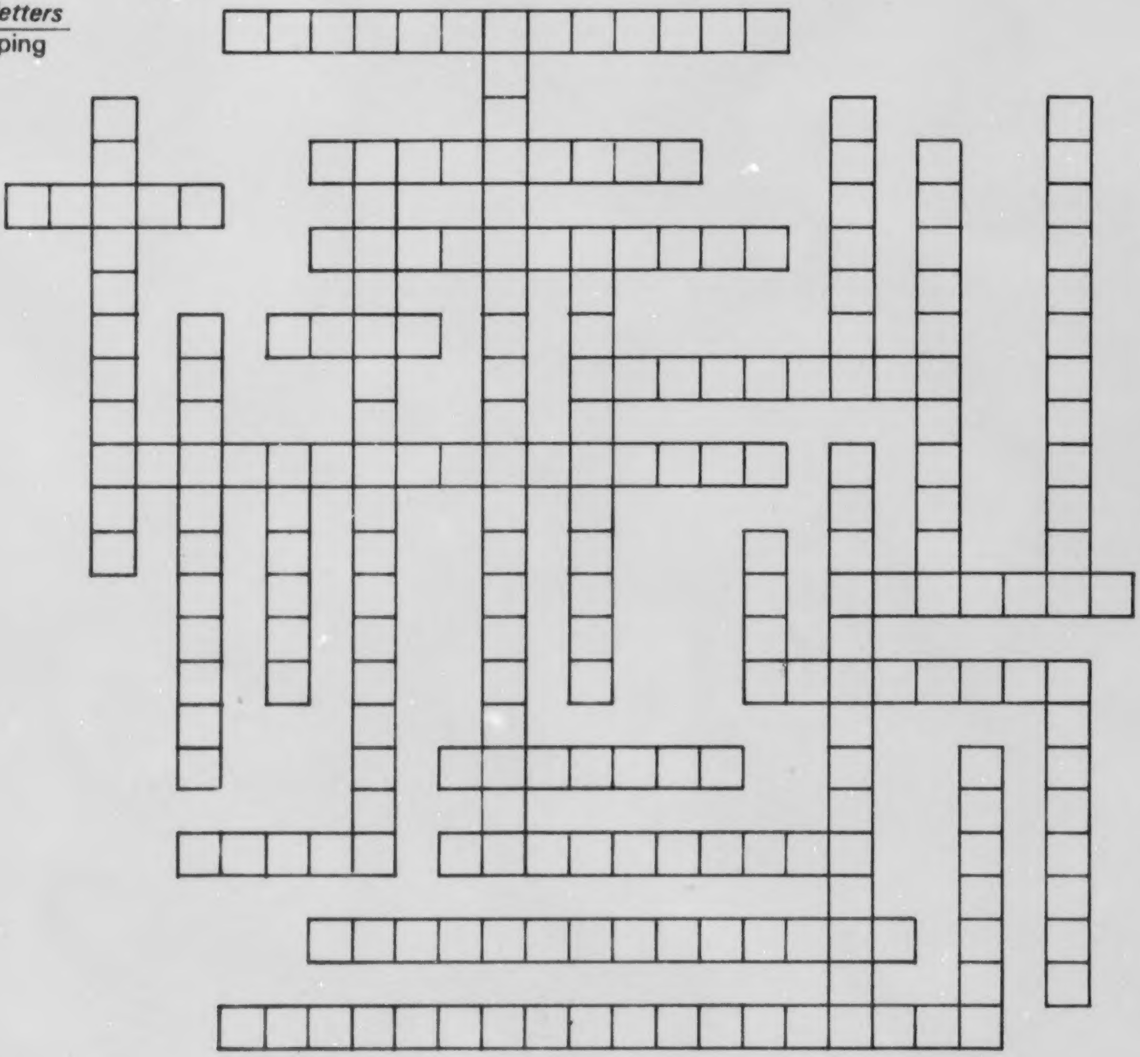
14 letters
Office machines
Home management

16 letters
Practical nursing

17 letters
Health occupations

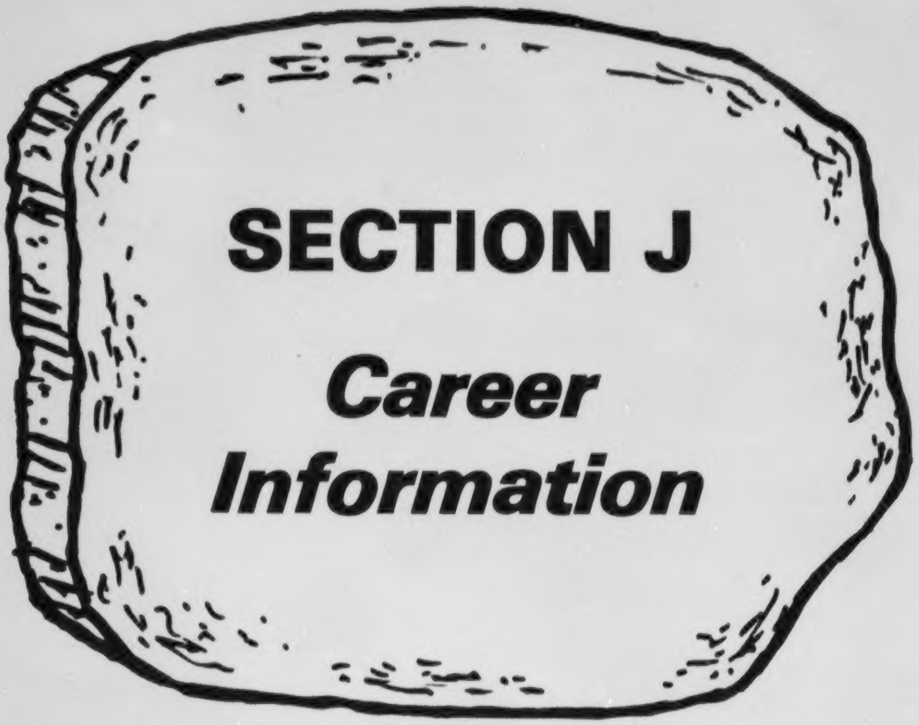
18 letters
Interior decorating

20 letters
Clothing construction



SECTION J

Career Information



ACTIVITY 55: LOCATING SOURCES OF CAREER INFORMATION

THINK ABOUT IT:

It is very easy to think only about the jobs you see every day; however, it may be that you are best qualified for a job you have never even heard about. How, then, can you learn about all jobs? Where can you go to find out about a job that really interests you?

While you are in school, probably the best place to get career information would be at the career center or your school library. Knowing exactly where to go once you get there may also be a problem. Each library or career center is organized in a different way. It takes some exploring to find out where the most helpful information can be found.

Let's help you get acquainted with some sources. Then you can find out more about a job that interests you.

Zok says:
Give me information on jobs for a clean, ambitious, good looking, intelligent cave person like me!

OPTIONS:

A. *An Important Pamphlet For Teen-Agers*

You may find the pamphlet mentioned below in your library or the counselor's office. If not, write a business letter and ask for this pamphlet.

Pamphlet:	Jobs for Which a High School Education is Preferred, but Not Essential	Address:	U.S. Department of Labor 9th Floor 230 S. Dearborn Street Chicago, Il 60604

Use Handout 55-A (Worksheet 112). Find the information needed.

B. *Off We Go To The Career Section Of The Library.*

Your library probably contains many different career materials. Use Handout 55-B (Worksheet 113). See what you can find.

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C. *I Am Looking For Career Information*

Take a trip to the counselor's office. Ask to see the career materials. Write a paragraph to tell others what kind of materials are available there. Look for:

Pamphlets About Jobs	College Catalogs
Reference Books	Visual Aids

D. *Please Send Me Information About This Job*

Use one of the books or pamphlets you have found that tells about a job which you might enjoy. Write for more information. Be sure your letter is a good business letter. A sample letter is given on Handout 55-D (Worksheet 114).

You will need:
- A business envelope
- A postage stamp
- The address of a company

E. *Making A List Of Career Materials*

Take a sheet of paper with you to the library, career center, or counselor's office. Look for and list the names of:

5 pamphlets about different jobs
5 career reference books
5 magazines that give information about careers
5 books where each book tells about one or a few careers.

F. *May I Ask You Some Questions About Your Career Materials?*

Talk about career materials with the person in charge of the library at your school. Find out:

- How are these materials kept up-to-date?
- What is the best source in the library for finding out about a certain career?
- What audio-visual materials are there?
- How does the library get pamphlet materials? (If your class does not have a career file, would the library like any pamphlets and materials that you collect?)
- Ask at least one question for which you want to find the answer.

Billy: *Daddy, Daddy! The kids at school say I look like a monkey.*
Daddy: *Don't pay any attention. Now, run upstairs and comb your face.*

Handout 55-A **Activity 55: Locating Sources of Career Information**

Name ________________________________

Date ______________ S.S.# ______________

DIRECTIONS: Get the pamphlet, "Jobs for Which a High School Education is Preferred, but Not Essential." Read the questions below. Find the answers in the pamphlet and write the answers on the line.

________________ 1. How many *Automobile Painters* were there? (The answer is the number in parentheses under *Automobile Painters*).

________________ 2. Will there be more or fewer *Furniture Upholsterers* during the next few years?

________________ 3. Name 3 places where the best jobs in *Welding* are to be found.

________________ 4.

________________ 5.

________________ 6. How old must *Postal Clerks* be?

________________ 7. What course in school should you be pretty good at to be a *Waiter or Waitress?*

________________ 8. What special license do you have to have to be a *Route Driver?*

________________ 9. Why are *Stonemasons not* going to be in greater demand than they are now?

________________ 10. How long is the apprenticeship program for most *Plumbers?*

________________ 11. What are 3 requirements for *Local Transit Busdrivers?*

________________ 12.

________________ 13.

________________ 14. Will there be a huge demand for *Long Distance Truckdrivers?*

________________ 15. What 3 courses should an *Appliance Repairer* have?

________________ 16.

________________ 17.

________________ 18. What 2 other kinds of machines should *Motorcycle Mechanics* be able to repair?

________________ 19.

________________ 20. True or False. There will be many new openings for *Nursing Aides and Orderlies* in nursing homes and convalescent homes.

________________ 21. How much on-the-job training is needed for *Floral Designers*?

Handout 55-B **Activity 55: Locating Sources of Career Information**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Find the answer to these questions. Go to the career center and/or school library to find the answers.

1. ______________________ may go on this mini field trip to the career center
(student's name)
and/or school library. ______________________
(teacher's signature)

Look for a *Dictionary of Occupational Titles*

2. Is there one? __________
3. If there is, what year is it? __________
4. Find out what a "gang-knife man" (person) does. ______________________
____

Look for the *Occupational Outlook Handbook*

5. Is there a copy in your school? __________
6. If there is one, what edition is it? __________
7. If there is one, what training should a cement mason have? ______________________

Look for the pamphlet file which also has career information.

8. Where is the pamphlet file in your library? ______________________
9. Find a pamphlet which tells about a job you might like to have some day. Write the address where you can write for more information.

Company ______________________
Street ______________________
City & State ______________________ Zip __________

10. Read the pamphlet and be ready to tell the class something about the job.
11. What job does the pamphlet describe? ______________________

Ask the librarian where most of the career information is kept.

13. Write the title and author of one career reference book.

Title ______________________
Author ______________________

14. Return to class and report information found in the pamphlet.

Name ______________________

Date ______________ S.S.# ______________

DIRECTIONS: Think of a job about which you would like to know more. Find an address from materials in the school library, *The Occupational Outlook Handbook,* or some other source. Write and ask for career information. Fill in the spaces and then *recopy* the entire letter. Be sure to leave out all words in parentheses ( ). Address the envelope, put a stamp on it, and drop the letter in a mail box.

______________ (School Street)

______________ (City and Zip)

______________ (Date)

______________ (Company Name)

______________ (Street)

______________ (City and Zip)

Attention: Educational Information Department

Our class at school is studying careers. Some of us are interested in careers in ______________ . Plese send us information which would help us understand more about jobs in this area.

We plan to keep the information on file in our room so that other students may use it.

Thank you very much.

Sincerely,

______________ (Your Name)

______________ (Your Teacher's Name)

When you have written your letter, return this Handout to your teacher. This will be a record of the companies written to. Each student will write to a different company or organization.

Mother: So sorry, driver, but I'm afraid my little son has swallowed the ticket.
Driver: Then I suggest, madam, you buy him a second helping.

Question: What did the adding machine say to the clerk?
Answer: You can count on me.

Customer: One mousetrap, please, in a hurry. I have to catch a bus.
Salesperson: Sorry, sir, our traps don't come that big.

ACTIVITY 56: RESEARCHING AN INTERESTING CAREER

THINK ABOUT IT:

Now is the time to start finding out about a career in which you are interested. You probably have some career in mind which sounds like one you might like to have some day.

You can always change your mind about the job you hope to have. However, right now there are a number of things you can find out about the job you have in mind:

1. What does a worker really do on this job?
2. How much does the job pay?
3. Are there enough jobs for all the people who want this kind of work?
4. What special training, if any, is required?
5. Will they still need these workers 20 years from now?

Zeno says:
A career in tool repair sounds interesting to me.

OPTIONS:

A. *I Was Surprised To Find That You Need To Go To Trade School*

Use Handout 56-A (Worksheet 115) for finding information about a career you think you might like to have. After you read about the job, decide if you are still interested in it. You may have changed your mind. Remember, change your job choice as often as you wish.

B. *Let Me Find Out More About These Two Jobs*

Look at the jobs below. Pick the two jobs that sound to you to be jobs you might like to have:

Butcher
Trucker
Beautician/Barber
Pharmacist
F.B.I. Agent
Nurse
Teacher
Librarian
Bookkeeper
Diesel Mechanic
Bulldozer Operator
Veterinarian
Court Reporter
Paramedic
Detective
Electrician
Accountant
Store Manager

Find information about each job:

- —What are the different parts of the job?
- —Where would you have to go to get that job?
- —How much does the job pay?
- —Do you have to have special training?
- —If special training is needed, where would you go to be trained? How long would the training take?
- —What did you learn about this job you did not know before?

Talk with your teacher about what you found out. Which of the two jobs sounds more interesting to you now?

C. *What Do You Suppose That Worker Would Do?*

Pick a job that you know nothing about. Maybe even the title means nothing to you. Find out as much about the job as you can. Write a one-page report. Would this job be for you? Why do you say that?

D. *Let Me Tell You About The Job I Read About*

Choose some job that is very different from the one you plan to have some day. Find out as much about that job as you can. Write a report about the job. Talk with your teacher or make the report for your classmates.

E. *May I Ask You A Few Questions?*

A survey is one type of research. Think of one or two questions you would like to ask. Such questions might be:

1. Are you happy with the job you have now?
2. Do you have the job you thought you would have when you were in high school? Is your job better than you hoped it would be? Is it disappointing to you?
3. What would you do to change your career life if you could do it over?

Or, think of other questions you want to ask. Ask 20 different people the same questions. Write down their answers. Put together the information. Tell the class what you found out from your survey.

F. *Draw Me A Picture*

Draw a series of pictures. Show the steps you would need to take in order to get the job you hope to have when you are 45 years old.

Paul: You play chess with your dog? He must be very smart.
Pete: Oh no, he isn't. I beat him most of the time.

Name ______________________

Date ____________ S.S.# ____________

DIRECTIONS: What job sounds interesting to you right now at this time? Find the *Occupational Outlook Handbook* or another career information book. Write the answers on the lines below. Name each source you use.

1. Right now I am interested in being a ______________ (name of job) when I leave school.
2. Is there any other name for this job? ______________
3. Three things I would do as a worker on this job:
   a. ______________
   b. ______________
   c. ______________
4. What is the demand for workers in this area? ______________
5. How much does this job pay? (the amount you find may be low due to inflation). ______________
6. What training is needed? ______________
7. Where would I be able to get that extra training? ______________
8. Where can I write for more information about this job? ______________
9. Something that surprised me about this job was that ______________
10. Now that I know more about this job, I ______________

June: I heard you have a cat that can say her own name.
Mary: Yes. Meow!

Anne: How can you keep a rooster from crowing on Monday morning?
Phil: Eat him for Sunday dinner!

Bill: What do you call a frightened skindiver?
Lynn: Chicken of the Sea.

ACTIVITY 57: INTERVIEWING WORKERS TO GET CAREER INFORMATION

THINK ABOUT IT:

One very good place to find out about a job is to talk to someone who works, or who has worked, on that job.

The job may really seem to be a great one, but the worker may feel very differently about it. Even then two workers may not agree as to the advantages and disadvantages of a job even though they work side by side and do the same tasks.

Talk to workers. Listen to what they have to say about the job. Then decide for yourself whether a certain job is what you would or would not like.

Zelda says:
You make skin clothes for cave people? Isn't that smelly work?

OPTIONS:

A. *Could I Ask You A Few Questions Please?*

To learn interview skills, practice asking questions of members of your class. Be able to write down answers quickly and accurately. Ask a classmate these questions:

What is your full name?
Where were you born? On what day were you born?
What are 3 of your main interests?
What kind of a job would you like to have when you are out of school?
What do you think three disadvantages of that job would be?
What do you see as three advantages?

Think of other questions you want to ask. You may want to tape the interview. Play it back for the information. When you feel good about your interviewing skills, let your teacher listen to you interview a different classmate.

B. *What Is The Name Of Your Job, Please?*

Think of some worker at your school whom you would like to interview. Make an appointment. Take a tape recorder, a tape, and get permission from your teacher to go. Talk with the worker. Ask for this information, as well as any other questions you might like to ask:

—What is the name of your job?
—Tell me what you do on your job in one day?
—What are the two best parts of the job?
—What are the two worst parts?
—What are the job titles of workers around you?
—How do you work together with them?
—What "getting along" skills must you have in order to be happy on the job.

Talk with your teacher about what you find out. Or, write a newspaper article. Use the information in your article.

C. *That Student Has These Things To Say*

Ask your teacher for the name of a co-op student who is out of school and working. Make an appointment. Use Handout 57-C (Worksheet 116) when you go to the interview. Report back to the class.

D. *Lights! Action! Camera!*

Does your school have video equipment? Ask your teacher to help you with this activity. Think of a working situation where it would be impossible for the whole class to go observe. The class could not see the baker at work since the main time for bakers to work is very early in the morning. The Mayor's office is not a good place for the whole class to go. So, plan a set of questions to ask. Video tape the worker. You, the student, will be the interviewer while your teacher video tapes. Take your tape back to the classroom. Answer any questions your classmates may have. Or, ask the worker to come to class to explain more completely about his or her job.

E. *I Didn't Know You Did All That!*

Do you know what the adults who live at your house do on the job? Let's find out! Ask the person these questions:

- Tell me exactly what you do on the job.
- How did you learn to do this job?
- What jobs have you done before? What job is the next step above this job? Will you ever have that job? Why do you say that?
- If you could have any job in the whole world, what would it be? Why?

Write a paragraph to tell what you found out in the interview with a worker from your home.

F. *Speak Into This Microphone, Please*

To find out more about a job, think of someone who works at an interesting sounding place. Set a time when you can talk with that worker. Decide ahead of time what questions you will ask. Record the interview. Listen to the recording again. Answer the questions on Handout 57-F (Worksheet 117). Then make a report for the class. You may also want to play parts of the recording for the class.

You will need:
- Cassette recorder
- A blank tape
- Interview questions on Handout 57-F

Question: Do you know what is even worse than raining cats and dogs.
Answer: Yes, hailing taxis!

Handout 57-C **Activity 57: Interviewing Workers To Get Career Information**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Ask your teacher for the name and address of a student who is now out of school and working. Write below the answers the worker gives.

Name of person interviewed: ____________________

Ask these questions:

How long have you been out of school? ____________

What was the last grade you finished? ____________

What jobs have you had? ____________________

____

Are you working now? ________ Where? ____________________

Have you had any training since you left school?

_____ On-the-job training?
_____ Special School? ____________________ (name of school)
_____ Junior college? ____________________ (name of school)
_____ 4-year college? ____________________ (name of school)

If you are working, what are 3 things you like about your job?

1. ____________________
2. ____________________
3. ____________________

If you are working, what are 3 things you do not like?

1. ____________________
2. ____________________
3. ____________________

Do you plan to change jobs soon? ________ Why? ____________________

What advice would you like to give the kids in school?

1. ____________________
2. ____________________

Handout 57-F **Activity 57: Interviewing Workers To Get Career Information**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Interview a worker who has an interesting job. Find out the information below. Return to class and report what you found out.

Job: Full-time ______

Person interviewed: ____________________ Part-time ______

Job: ____________________ Place: ____________________

Tell 3 things the worker does on the job:

1. ____________________
2. ____________________
3. ____________________

Does the worker need special clothing? ____________

If so, what? ____________________

What tools does the worker use? ____________________

Did the worker need special training? ____________

If so, how much? ____________ Where? ____________________

What is the starting wage? ________ Wage after 10 years? ________ Wage after 20 years? ________

How long has the worker had this job? ____________

What other jobs did the worker have before this one? ____________________

____

How long has the worker worked for this company? ____________

List three things the worker likes about the job:

1. ____________________
2. ____________________
3. ____________________

List three things the worker does not like about the job:

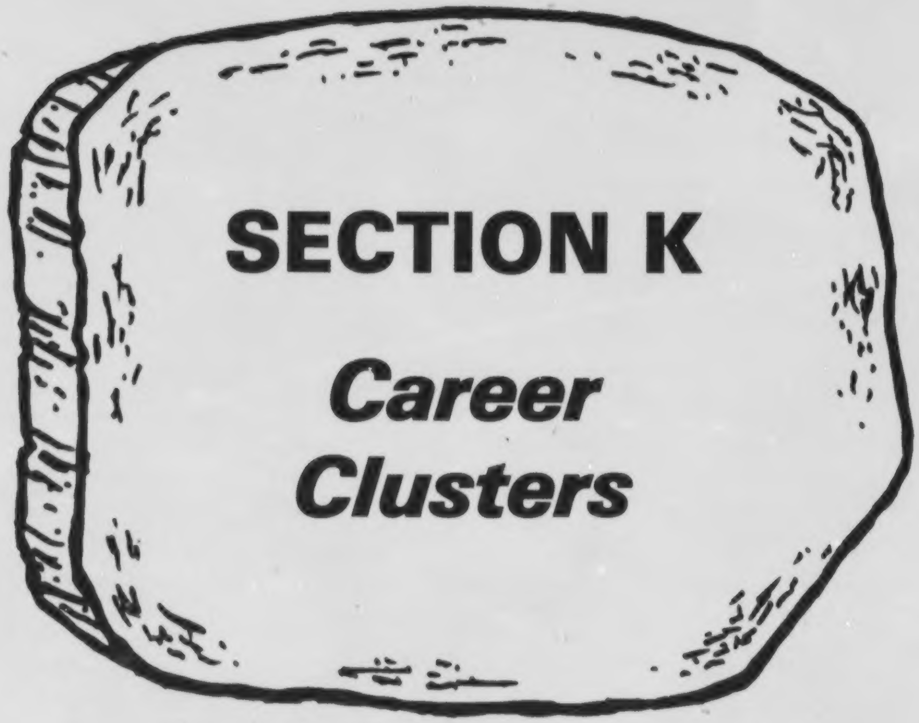
1. ____________________
2. ____________________
3. ____________________

If it were possible, would the worker change jobs? ____________________

Why? ____________________

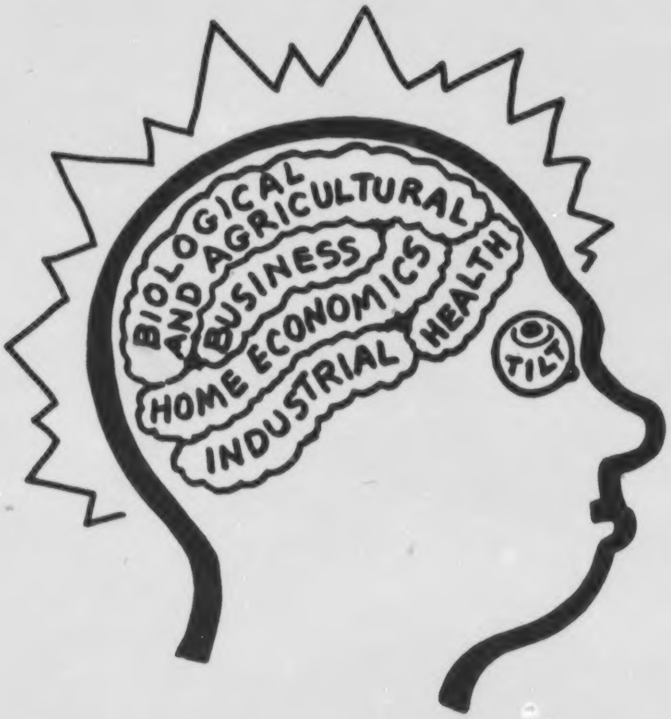
What job would the worker rather have? ____________________

Why? ____________________



SECTION K

Career Clusters


BIOLOGICAL AND AGRICULTURAL
BUSINESS
HOME ECONOMICS
HEALTH
INDUSTRIAL
TILT

ACTIVITY 58: SCANNING BIOLOGICAL AND AGRICULTURAL OCCUPATIONS

THINK ABOUT IT:

One of the broad areas you may find interesting is Biological and Agricultural Occupations.

These are jobs working with plants and animals, their supplies or products.

If you enjoy house plants, if you have a pet, if you like working outside, if you enjoy seeing things grow, then maybe a Biological and Agricultural Occupation would be for you.

Which one of these jobs would not be a job where you would work with plants, animals, their products or their supplies?

1. Ag Mechanic
2. Livestock Buyer
3. Forester
4. Florist
5. Landscaper
6. Dental Assistant

If you said "6," Dental Assistant, you were correct. A Dental Assistant is a Health Occupation.

Zutcher the Butcher says: Remember, not all workers in agriculture are farmers.

OPTIONS:

A. *Agriculture Jobs = Plants, Animals, Their Products, And Their Supplies*

On Handout 58-A (Worksheet 118), a number of jobs are listed. All but three are jobs related to plants, animals, their products or their supplies. Can you find the three jobs that do not belong in the list?

B. *Researching An Agricultural Occupation*

Think of an agricultural job which sounds interesting to you. Find information in books about the job. Talk to your family about the job. Interview a worker who has the job now, or had it at one time. Put all the important facts together. Give the report to the class.

C. *Just What Class Would I Take To Be An Ag Mechanic?*

Plan this activity with your teacher. Ask an agriculture teacher in your school to visit your class. Talk about the large numbers of jobs in the agricultural area. Find out from your guest:

Jobs available in the area.
Courses offered at your school.
Training needed for different jobs.
Courses offered at the local community college.
Need for various occupations ten years from now.
Your questions about agriculture.

D. *Now Where Is "Farmer?"*

Do a hidden word puzzle. Find all the agriculture jobs on Handout 58-D (Worksheet 119).

E. *Do An Agriculture Occupations Poster*

Make a poster. Show agriculture jobs. An agriculture magazine will have pictures for you to use. Name each job.

F. *Make Riddles About Jobs*

Look at the agriculture jobs below. Get the *Occupational Outlook Handbook* or some other source to help you. Write five clues to describe the job. For example:

Job descriptions:

—Helps keep livestock healthy.
—Helps keep small pets healthy.
—Inspects livestock coming into the country to prevent disease.
—Gives tests for diseases in animals.
—Performs surgery on sick and injured animals.

Answer:
VETERINARIAN

Now, do four or five of these:

Dairy Farmer
Agronomist
Farm Equipment Dealer
Geologist
Dog Catcher

Pet Shop Attendant
Meat Cutter
Florist
Taxidermist
Horse Trainer

Or, you may choose other agricultural jobs rather than these. Give your riddles to a friend. Does your friend know what jobs you are describing? Try another friend.

Mary: Joe, how did you get your hands so dirty?
Joe: Washing my face!

Handout 58-A **Activity 58: Scanning Biological And Agricultural Occupations**

Name ______________________

Date ____________ S.S.# ____________

DIRECTIONS: Listed below are a number of occupational choices. All but *three* are jobs relating to plants, animals, their products and their supplies. See if you can find three occupations which do not fit in the category, "Biological and Agricultural Occupations."

1. Farmer
2. Veterinarian
3. Ag machinist
4. Grain farmer
5. Horticulturist
6. Livestock farmer
7. Kennel attendant
8. Floral designer
9. Groundskeeper
10. Golf course attendant
11. Apple grower
12. Taxidermist
13. Slaughter house worker
14. Dentist
15. Net fisher
16. Dog warden
17. Animal breeder
18. Dog trainer
19. Veterinarian aide
20. Vegetable grower
21. Tree surgeon
22. Gardener
23. Christmas tree farmer
24. Agronomist
25. Beekeeper
26. Crop duster
27. Auto racer
28. Citrus worker
29. Meat packer
30. Chicken grower
31. Zookeeper
32. Farm machine operator
33. Greenhouse operator
34. Fur farmer
35. Animal biologist
36. Hatchery worker
37. Farm hand
38. Soil scientist
39. Choir director
40. Dairy farmer

The three jobs which do not belong in Biological and Agricultural Occupations are:

____________________ ____________________ ____________________

If you had to choose a Biological and Agricultural job today, which one would it be?

____

Handout 58-D **Activity 58: Scanning Biological And Agricultural Occupations**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at the words listed below. Find them in the puzzle. Be careful, some of the words may go diagonally.

Ag Machinist
Agronomist
Animal Breeder
Bee Keeper
Butcher
Canner
Chicken Grower
Citrus Worker
Crop Duster

Dairy Farmer
Dog Catcher
Farm Equipment Dealer
Farm Hand
Fisher
Florist
Fur Farmer
Gardener
Geologist

Grain Farmer
Greenhouse Operator
Grounds Keeper
Hay Farmer
Horse Trainer
Livestock Farmer
Logger
Meat Cutter
Meat Packer

Soil Scientist
Soil Tester
Sod Layer
Taxidermist
Tree Surgeon
Zookeeper

S	O	I	L	S	C	I	E	N	T	I	S	T	C	H	E	F	G
A	H	O	R	S	E	T	R	A	I	N	E	R	H	O	O	S	R
D	O	T	A	X	I	D	E	R	M	I	S	T	I	F	F	L	E
O	A	G	R	O	N	O	M	I	S	T	I	N	C	K	A	L	E
G	N	I	G	E	F	I	S	H	E	R	O	N	K	T	R	I	N
C	I	G	R	O	U	N	D	S	K	E	E	P	E	R	M	V	H
A	M	A	A	Y	R	B	U	T	C	H	E	R	N	E	E	E	O
T	A	R	I	C	F	A	R	M	H	A	N	D	G	E	Q	S	U
C	L	D	N	L	A	A	C	H	A	R	M	E	R	S	U	T	S
H	B	E	F	O	R	N	R	R	O	M	E	O	O	U	I	O	E
E	R	N	A	U	M	O	N	M	O	N	T	A	W	R	P	C	O
R	E	E	R	B	E	E	K	E	E	P	E	R	E	G	M	K	P
O	E	R	M	M	R	Z	A	H	R	R	D	U	R	E	E	F	E
G	D	M	E	T	E	R	O	T	A	R	A	U	T	O	N	A	R
R	E	P	R	T	E	A	R	O	C	Y	A	L	S	N	T	R	A
P	R	O	A	T	H	L	T	E	K	U	F	O	O	T	D	M	T
S	O	D	L	A	Y	E	R	P	O	E	T	A	R	G	E	E	O
S	O	F	L	O	R	I	S	T	A	P	E	T	R	I	A	R	R
T	F	O	L	O	G	G	E	R	O	C	I	P	E	M	L	O	R
A	G	M	A	C	H	I	N	I	S	T	K	E	E	R	E	P	T
N	O	C	I	T	R	U	S	W	O	R	K	E	R	R	R	R	O
D	I	E	T	S	O	I	L	T	E	S	T	E	R	O	O	S	T

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ACTIVITY 59: TAKING A LOOK AT CAREERS IN BUSINESS, MARKETING, AND MANAGEMENT

THINK ABOUT IT:

When products or services are sent out, records have to be kept, bills have to be sent, and money is exchanged.

People are hired for the purpose of managing and marketing products. Some businesses even hire people to see that the business is handled in the most effective way. Occupations which deal with the record keeping part are called, "Business, Marketing and Management Occupations."

Some occupations are:

Insurance Salesperson — Provides protection in exchange for money.

Key Punch Operator — Records information for computers.

Secretary — Takes care of records and correspondence.

Clerk — Gives a product in exchange for money.

Accountant — Keeps a record of money taken in and spent and prepares a financial report.

$ ZIPPY $
SAVINGS & LOAN
You need it...We lend it

Zok says:
Money, money, money! My books show I need more, more, more!

OPTIONS:

A. *Business Jobs Found In The Ads*

Look in the newspaper. Find ads which are for jobs in business. Paste these ads on a paper. Write the name of the job needed under the ad. For what kind of job do you find the most ads? Did you find 10? Did you find 20? When you have finished, post on the bulletin board.

B. *Make A Puzzle Be Your Business*

Make a puzzle using some, or all of these business job titles:

Accountant
Appraiser
Bank Clerk
Bank Officer
Bookkeeper
Branch Manager
Broker
Cashier
Claims Adjuster
Computer Operator
Court Reporter
Credit Official
Demonstrator
Fashion Coordinator
Field Representative
File Clerk
Marketing Researcher
Office Machine Operator
Manager
Supervisor
Personnel Worker
Purchasing Agent
Real Estate Agent
Receptionist
Salesperson
Sales Manager
Secretary
Stenographer
Stock Clerk
Systems Analyst
Telephone Operator
Teller
Traffic Clerk
Typist

Be careful to spell each title correctly. Your teacher may want to duplicate your puzzle for the rest of the class.

C. *Two Business Jobs For Me*

Look at the job titles in Option B on reverse side. Find the two jobs you would most like to have. Head a paper in this way:

Job	Five tasks I would do in order to keep the job (according to the *Occupational Outlook Handbook*)	How I see myself doing each task

If you do not have the skills now, what could you do about getting them?

D. *Off I Go To Watch The Workers*

Plan this activity with your teacher. Choose some business you would like to visit. Arrange a time to go when you have at least 1 hour free. Take Handout 59-D (Worksheet 120) with you. Be sure the place you choose is a business where you will see a number of people doing different kinds of jobs. You may want to go to a factory, a large office, a department store, a supermarket, or a bank. Be sure to return the completed Handout to your teacher.

E. *Match The Jobs With The Descriptions*

This Option asks you to match a business job title to the correct description. Use Handout 59-E (Worksheet 121). Do any of these jobs sound interesting to you? Which ones?

F. *Please Tell Us About The Business Working World*

Plan this activity with your teacher. Invite to class someone who knows much about the business world. It might be someone from the business department in your school. It might be a business person downtown who hires many workers. Ask him or her to talk about skills needed by workers in the business world. Find out:

- What kind of people make the best workers?
- What skills should students get while in school to help them if they want to be a business world worker?

Eloise: What did the record player say to the record?
Edward: Hey baby, let's take a spin.

Handout 59-D

Activity 59: Taking A Look At Careers In Business, Marketing, And Management

$ ZIPPY $
SAVINGS & LOAN
You need it... We lend it

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Spend at least an hour watching the people at work in this business. Answer these questions:

I visited this business: ______________________________

The address of the business is: ______________________________

____

____

The person in charge is: ______________________________

The workers I see have these job titles:

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

The tasks being done as I watch are these:

Of all the jobs I see here I think the job I would like to have most would be ______________

because ______________________________

____

On that job I would be doing these things:

Before I could have that job I would have to do these things:

Handout 59-E

Activity 59: Taking A Look At Careers In Business, Marketing, And Management

$ ZIPPY'S $
SAVINGS & LOAN
You need it... We lend it

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Match the job in the left-hand column with the job description in the right-hand column. Write the letter of the description on the line before the job.

______	1. Bookkeeper	a. Prepares step-by-step instruction for the computer.
______	2. Programmer	b. Keeps the records of transactions.
______	3. Teller	c. Receives, records, and pays out money as a service of a bank.
______	4. Stock Clerk	d. Plans and prepares ads.
______	5. Advertising Worker	e. Receives, unpacks, and shelves merchandise.
______	6. City Manager	f. Oversees all the activities of the hotel.
______	7. Hotel Manager	g. Looks at information and decides if a person is reliable before giving a loan.
______	8. Credit Official	h. Oversees all city departments.
______	9. Industrial Traffic Manager	i. Buys materials and supplies at lowest cost.
______	10. Purchasing Agent	j. Arranges for most efficient type of transportation.
______	11. Cashier	k. Classifies, stores, updates, and retrieves information.
______	12. File Clerk	l. Shows and sells property for another person.
______	13. Receptionist	m. Advertises clothing by wearing it.
______	14. Real Estate Salesworker	n. Greets customers, determines their needs, and helps them find the person they need.
______	15. Fashion Model	o. Receives money, makes change, fills out charge forms, gives receipts.
______	16. Shipping Clerk	p. Determines kind of car customer wants and convinces customer to buy.
______	17. Car Salesworker	q. Look for ways to manage the business more effectively.
______	18. Production Analyst	r. Packages and unpackages incoming or outgoing goods.
______	19. Payroll Clerk	s. Figures salary amounts and writes payroll checks.
______	20. Court Reporter	t. Writes down all communications in the court room.

ACTIVITY 60: LOOKING AT HEALTH OCCUPATIONS

THINK ABOUT IT:

Jobs for helping people get well or stay well are "Health Occupations."

You may know of a large number of different health occupations. Some jobs require many years of training; other jobs require only on-the-job training or short periods or specialized training.

If you are interested in helping people get well or in helping them stay well, many jobs are available from which to choose.

Zora says:
Dr. D. Zurt patch up leg after Zora dances with Zok.

OPTIONS:

A. *T.V. People In The Medical World*

Watch a T.V. program which is about the medical world. Look for five different health jobs. Name them and tell what each one's medical duties are on the show. Then look in the *Occupational Outlook Handbook* for other descriptions of their duties. Talk with your teacher about what you found out.

B. *Here Is A Healthy Looking Puzzle*

Get Handout 60-B (Worksheet 122). Find the health occupations in the puzzle. Circle them. Can you find all 28? You may want to have a race with a friend to see who can find all 28 first. Go!

C. *One, Two, Three, Four, Five Health Jobs*

On Handout 60-C (Worksheet 123), you are to pick five jobs in the health area that you would like to know more about. Name the tasks each worker does.

D. *Off I Go To The Clinic*

Plan this Option with your teacher. Think of a place where you could go to watch a number of people working in health jobs. This might be the hospital, a doctor's office, a dentist's office, a clinic, a vet's office, or some other place where you could watch a number of people at work. Be sure to stay for at least an hour. Ask someone to tell you what the job titles are of various workers. Look for the tasks each one does. Tell your classmates what you saw.

E. *My Favorite Health Occupation*

Of all the health jobs you know, which one sounds the best to you? Do a study of that job. What would you like to know about the job? Would you want to know:

- What the job pays.
- What training you would have to have.
- Where you would go for the training.
- What the chances are for advancement.
- What person you know who has that job now, or has had it.

F. *Could You Talk With Me About Your Career?*

Think of someone you know in a health occupation. Ask to talk with that person. Find out all about the job. Use Handout 60-F (Worksheet 124). It will help you with questions to ask. Your teacher may want you to share your information with the class when you return.

Ginger: How did you get that black eye?
Ken: I was hit by a guided muscle.

Sandra: Doctor, when I drive on sunny days I get the sun in my eyes. What should I do?
Doctor: Drive only on cloudy days.

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Handout 60-B **Activity 60: Looking At Health Occupations**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Hidden in the Puzzle are the 28 health occupations listed below. The occupation names may go down or they may go across. There are no diagonal ones or backwards ones.

Dental Assistant
Dental Hygienist
Dental Technologist
Inhalation Therapist
Medical Assistant
Coroner
Nurse
Embalmer
Dietician
Paramedic
Chiropractor
Ear Doctor
Optician
Orderly
Dentist
Physician
Surgeon
Pediatrician
Nurses' Aide
Psychiatrist
Mortician
Medical Record Librarian
Sanitation Worker
X-Ray Technician
Ambulance Attendant
Pest Controller
Mental Health Aide
Speech Pathologist

M	E	N	T	A	L	H	E	A	L	T	H	A	I	D	E
E	D	I	C	O	R	O	N	E	R	B	E	S	C	D	M
D	E	N	T	A	L	A	S	S	I	S	T	A	N	T	B
I	N	H	A	P	H	Y	S	I	C	I	A	N	S	A	A
C	T	A	X	K	L	M	P	J	M	F	G	I	P	M	L
A	A	L	R	P	R	S	E	I	O	H	P	T	E	B	M
L	L	A	A	N	U	R	S	E	R	Q	E	A	E	U	E
R	T	T	Y	O	E	N	T	D	T	V	D	T	C	L	R
E	E	I	T	P	A	T	C	I	I	U	I	I	H	A	D
C	C	O	E	S	R	W	O	E	C	Z	A	O	P	N	E
O	H	N	C	Y	D	E	N	T	I	S	T	N	A	C	N
R	N	T	H	C	O	X	T	I	A	Y	R	W	T	E	T
D	O	H	N	H	C	A	R	C	N	T	I	O	H	A	A
L	L	E	I	I	T	B	O	I	O	P	C	R	O	T	L
I	O	R	C	A	O	L	L	A	C	O	I	K	L	T	H
B	G	A	I	T	R	E	L	N	R	N	A	E	O	E	Y
R	I	P	A	R	A	M	E	D	I	C	N	R	G	N	G
A	S	I	N	I	S	U	R	G	E	O	N	U	I	D	I
R	T	S	O	S	O	P	T	I	C	I	A	N	S	A	E
I	O	T	W	T	O	R	D	E	R	L	Y	T	T	N	N
A	C	H	I	R	O	P	R	A	C	T	O	R	O	T	I
N	U	R	S	E	S	A	I	D	E	T	U	A	N	T	S
M	E	D	I	C	A	L	A	S	S	I	S	T	A	N	T

Handout 60-C **Activity 60: Looking At Health Occupations**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Pick five health occupations. Look for information in books. Then describe the duties of each job.

1. Name of health job: ______________________________

2. Name of health job: ______________________________

3. Name of health job: ______________________________

4. Name of health job: ______________________________

5. Name of health job: ______________________________

Now, draw a box around the job and tasks which interest you most.

Handout 60-F **Activity 60: Looking At Health Occupations**

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: Choose a career you want to know more about. Find the answers to the following questions.

I would like to know more about ______________________________
(name of career)

What are 5 tasks a person in that job does?

How many hours a week will that worker put in on the job? ____________________

How much education is needed? ____________________

What special training is required? ____________________

How much money does the worker make? ____________________

What are the possibilities for promotion? ____________________

Where are these jobs located? ____________________

What is the outlook for the future for this job? ____________________

What are the advantages?	What are the disadvantages?

What part of this job would you like the least? ____________________

What part of this job would you enjoy the most? ____________________

How would you rate this job according to your interests and abilities? (Circle the correct response)

Very Low Low Average Good Excellent

Mary: I heard egg shampoo is good for your hair.
Babs: Yes, but how are you gonna get a chicken to lay an egg on your head?

Stan: Why do you call your Volkswagen "Elephant?"
Paul: Because it has the trunk in front.

Brett: Did you see some ruins while you were in England?
Brian: Sure I did. And one of them wanted to marry me.

ACTIVITY 61: PREVIEWING HOME ECONOMICS OCCUPATIONS

THINK ABOUT IT:

Some people work with plants and animals. Some people take care of business transactions. Some people make people well or help keep them healthy. Some people make products or repair them.

But there is still one other group of workers. Can you think what that group might do?

Home Economics jobs are in demand. Many teen-agers find their first jobs in this area. Food services, babysitting, and cleaning jobs provide job opportunities for teen-agers in the home economics area. Have you had a home economics job?

Zelda says:
Every person who works with food must use common sense.

OPTIONS:

A. *A Sorting Of The Occupations*

Look at Handout 61-A (Worksheet 125). Sort the jobs into groups. List each of the Home Economics jobs under one of the following areas:

1. Child Care Occupations
2. Hotel, Motel and Resort Occupations
3. Food Service Occupations
4. Clothing Occupations

If you had to choose one of the areas above, which would it be? Why do you say that?

B. *Seek For Hidden Home Economics Occupations*

Look at all the different Home Economics Occupations listed on Handout 61-B (Worksheet 126). Find each one in the puzzle. Circle the word. If someone asked you, could you tell one thing that each worker does on the job?

C. *What Kind Of Home Economics Jobs Are In Demand Now?*

Plan this activity with your teacher. Ask a Home Economics teacher at your school to come to class to talk about Home Economics jobs. Be sure that classmates understand that Home Economics jobs are for both males and females. Make a list of questions to ask your guest. Here are some. You will want to ask others.

—How would one get a good paying job in the hotel/motel/resort business?
—What special training does each of these people have?

Hotel Manager, Chef, Nursery School Director, Clothing Buyer, etc.

D. *Strict Food Laws Are For Our Protection — Workers Must Obey Them*

Very strict food laws are a part of our society. In Illinois, about 200 disease outbreaks affecting nearly 10,000 people are reported each year. Of this number:

—3% are caused by the water
—4% are caused by milk
—93% are caused by spoiled foods, especially poultry, fish, and meat products

Choose one of the topics below. Write a report, or draw pictures, or find ones, to show:

—Sources of food-borne illnesses
—Control of food-borne illnesses
—Why personal cleanliness is important if you work around food
—Why cleaning up each day is a very important part of food preparation jobs
—Steps for good housekeeping procedures
—Insect and rodent control
—Proper food storage temperatures
—What is Salmonella
—What is Shigella

E. *Fifty Different Jobs At The Hotel, Motel, And Resort?*

You will need a friend for this Option. Think about Hotel, Motel and Resort businesses. Name job titles of people who work at these places. Tell what each worker does. Can you think of 50 different workers you might find in these places? Use the *Occupational Outlook Handbook* or other resources to help you.

F. *Off To The Child Care Center!*

Plan this Option with your teacher. Make plans to spend at least 2 hours at a nursery school or a day-care center. Are these centers any different from regular babysitting? How? What training have workers had? Write a paragraph telling what you saw, or give a report to the class. Would you like to work at a child care center? Why do you say that?

Patient to Doctor: You said I should bathe in milk but
I can't get into the bottle!

Sam: Did you take a bath?
Jude: Why? Is there on missing?

Handout 61-A **Activity 61: Previewing Home Economics Occupations**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Below are the four main Home Economics occupational areas.

Child Care Occupations	Hotel, Motel and Resort Occupations	Food Service Occupations	Clothing Occupations
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.

Look at the job titles below. Decide to which group above each job title belongs. Write it in the correct column.

Alterationist
Babysitter
Baker
Bartender
Bell Hop
Busperson
Buyer
Caterer
Chef
Child Care Aide
Child Care Director
Cook
Desk Clerk
Designer
Dressmaker
Dry Cleaner
Entertainer
Foster Parent
Hand Sewer
Host/Hostess
Hotel Manager
Housekeeper
Librarian
Library Aide
Maid
Maintenance Supervisor
Meat Cutter
Nursery School Aide
Nursery School Director
Pattern Maker
Presser
Salesperson
Security Officer
Sewing Machine Operator
Tailor
Teacher
Teacher Aide
Valet
Waiter
Waitress

Handout 61-B **Activity 61: Previewing Home Economics Occupations**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Look at the words listed below. Find them in the puzzle. Some words may go diagonally.

Alterationist
Babysitter
Baker
Bartender
Bell Hop
Busperson
Buyer
Chef
Cook
Dishwasher

Dressmaker
Dry Cleaner
Foster Parent
Homemaker
Hotel Manager
House Keeper
Inspector
Librarian
Maid
Marker

Meat Cutter
Pattern Maker
Salesperson
Sewing Machine Operator
Stock Person
Tailor
Teacher
Teacher Aide
Valet
Waiter

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A T E R N D R E S S M A K E R E M A I D O B O
L R B U Y E R O P E R E S H B R A I D A R A M
T I R E H H O Y R A N D A I O M R I S E R R Y
E B O D O O V I C T T O O T Y M K R I N D T S
R A D I R T U N O L S T E A C H E R A I D E T
A B U S P E R S O N E N E V E U R M O R O N O
T Y B H W L T P E D I A T R I S T O A N A D C
I S E W A M E E O K B O N T N E X T O K N E K
O I L A I A A C T O E R E E M M B E E R E R P
N T L S T N C T A C H E F I R B A K E R N R E
I T H H E A H O I L O O P S C O O K F R Y S R
S E O E R G E R L D V A L E T L N O E V E P S
T R P R I E R Y O L I B R A R I A N O R R O O
F O S T E R P A R E N T S A L E S P E R S O N
S E W I N G M A C H I N E O P E R A T O R N O
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ACTIVITY 62: THINKING ABOUT INDUSTRIAL ORIENTED OCCUPATIONS

THINK ABOUT IT:

Everyone knows how important repair people are. If we had to repair everything that goes wrong ourselves, we would be without the use of many of our products much of the time.

Repair people are only one group of industrial workers. Others design, produce, process, assemble, test, maintain, and service products.

Most of these workers specialize in working on one product.

See if you know what the job description is for each of these workers:

Inspector Trucker House builder

Who drives a vehicle to transport materials, merchandise, equipment, or people?

What worker constructs or repairs structures according to blue prints, rough sketches, or verbal orders.

Which one keeps checking the quality of the product being made.

Zoe says:
Cave mechanic can fix everything from dinosaur seat belts to bone bicycles.

OPTIONS:

A. *Me, Make A Puzzle? I'd Be Glad To!*

Look at these industrial jobs. Make some kind of puzzle out of them. You may also add other industrial job titles that are not listed below.

Coal Miner
Mechanic
Boatswain
Painter
Electrician
Plasterer
Plumber
Printer
Pilot
Barber
Sign Painter
Carpenter
House Builder
Bricklayer
Stonemason
Glass Installer
Press Operator
Telephone Installer
Appliance Repairperson
Dry Cleaner
Heating Service Person
Commercial Designer
Radio-TV Repairperson
Oil Well Operator
Furnace Operator
Machine Shop Manager
Cabinet Maker
Sheet Metal Worker
Beauty Operator
Diesel Mechanic
Caster
Welder
Jeweler
Trucker
Lather
Machinist
Inspector
Photographer
Drafter
Watch Repairperson

Your teacher may want you to share your puzzle with others, so make a good one.

B. *Off To See The Factory!*

Plan this Option with your teacher. Think of some industrial-type business that you would like to visit. Make arrangements for a time to go. Be sure that the business you choose is one where you would see many different workers. You might go to a print shop, to a building which is under construction, or to a factory. Spend at least two hours. Write down the different workers you see. Tell what each one is doing. Make a report for the class.

C. *"Fashion Designer" Comes Before "Flight Attendant"*

On Handout 62-C (Worksheet 127), industrial jobs are listed. Put them in alphabetical order. Then answer the questions below. Did you know a barber was an industrial job?

D. *I Need More Information About The Postal Worker*

Many of us will have an industrial-type job at some time during our lives. Does an industrial job of one kind sound especially attractive to you? Which one? Think of a job for which you would like to find more information. Write for pamphlets and information. Or, you might go to the career information center at your school. Find out about the job. Try to decide if you could do the job. What would you need to do to get ready for working at the job? Talk with your teacher about the job.

E. *Please Tell Us About Construction Jobs*

Plan this activity with your teacher. Ask a worker from one of these industrial jobs to talk to your class about jobs in that area:

- Laundry or Dry Cleaners
- Sanitation Station
- Police Station
- Fire Station
- Transportation
- Barber/Beauty Shop
- Mechanics
- Print Shop
- Maintenance
- Construction

Make a list of questions to ask before the guest comes.

F. *Would That One Be Bricklayer or Stonemason?*

A number of jobs are described on Handout 62-F (Worksheet 128). Match the job title with the job description. Be careful now. Read the descriptions carefully.

June: It seems that everything I say to you goes in
one ear and out the other.
Fred: Well, I guess that's why I've got two ears.

ACTIVITY 62: THINKING ABOUT INDUSTRIAL ORIENTED OCCUPATIONS

THINK ABOUT IT:

Everyone knows how important repair people are. If we had to repair everything that goes wrong ourselves, we would be without the use of many of our products much of the time.

Repair people are only one group of industrial workers. Others design, produce, process, assemble, test, maintain, and service products.

Most of these workers specialize in working on one product.

See if you know what the job description is for each of these workers:

Inspector Trucker House builder

Who drives a vehicle to transport materials, merchandise, equipment, or people?

What worker constructs or repairs structures according to blue prints, rough sketches, or verbal orders.

Which one keeps checking the quality of the product being made.

Zoe says:
Cave mechanic can fix everything from dinosaur seat belts to bone bicycles.

OPTIONS:

A. *Me, Make A Puzzle? I'd Be Glad To!*

Look at these industrial jobs. Make some kind of puzzle out of them. You may also add other industrial job titles that are not listed below.

- Coal Miner
- Mechanic
- Boatswain
- Painter
- Electrician
- Plasterer
- Plumber
- Printer
- Pilot
- Barber
- Sign Painter
- Carpenter
- House Builder
- Bricklayer
- Stonemason
- Glass Installer
- Press Operator
- Telephone Installer
- Appliance Repairperson
- Dry Cleaner
- Heating Service Person
- Commercial Designer
- Radio-TV Repairperson
- Oil Well Operator
- Furnace Operator
- Machine Shop Manager
- Cabinet Maker
- Sheet Metal Worker
- Beauty Operator
- Diesel Mechanic
- Caster
- Welder
- Jeweler
- Trucker
- Lather
- Machinist
- Inspector
- Photographer
- Drafter
- Watch Repairperson

Your teacher may want you to share your puzzle with others, so make a good one.

B. *Off To See The Factory!*

Plan this Option with your teacher. Think of some industrial-type business that you would like to visit. Make arrangements for a time to go. Be sure that the business you choose is one where you would see many different workers. You might go to a print shop, to a building which is under construction, or to a factory. Spend at least two hours. Write down the different workers you see. Tell what each one is doing. Make a report for the class.

C. *"Fashion Designer" Comes Before "Flight Attendant"*

On Handout 62-C (Worksheet 127), industrial jobs are listed. Put them in alphabetical order. Then answer the questions below. Did you know a barber was an industrial job?

D. *I Need More Information About The Postal Worker*

Many of us will have an industrial-type job at some time during our lives. Does an industrial job of one kind sound especially attractive to you? Which one? Think of a job for which you would like to find more information. Write for pamphlets and information. Or, you might go to the career information center at your school. Find out about the job. Try to decide if you could do the job. What would you need to do to get ready for working at the job? Talk with your teacher about the job.

E. *Please Tell Us About Construction Jobs*

Plan this activity with your teacher. Ask a worker from one of these industrial jobs to talk to your class about jobs in that area:

Laundry or Dry Cleaners
Sanitation Station
Police Station
Fire Station
Transportation
Barber/Beauty Shop
Mechanics
Print Shop
Maintenance
Construction

Make a list of questions to ask before the guest comes.

F. *Would That One Be Bricklayer or Stonemason?*

A number of jobs are described on Handout 62-F (Worksheet 128). Match the job title with the job description. Be careful now. Read the descriptions carefully.

June: It seems that everything I say to you goes in
one ear and out the other.
Fred: Well, I guess that's why I've got two ears.

Handout 62-C Activity 62: Thinking About Industrial-Oriented Occupations

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Put the industrial occupations listed below in alphabetical order on the lines below the words.

Architect
Flight Attendant
Laundry Worker
Housekeeper
Garbage Collector
Mail Carrier
Dry Cleaning Attendant
Carpenter
Detective
Librarian
Bus Driver
TV Repairperson
Printer
Photographer
Police Officer
Construction Worker
Cosmetologist
Environmentalist
Interior Decorator
Fire Fighter
Diesel Mechanic
Beautician
Barber
Taxi Driver
Custodian
Guard
Painter
Welder

1. ______________
2. ______________
3. ______________
4. ______________
5. Carpenter
6. ______________
7. ______________
8. ______________
9. ______________
10. Diesel Mechanic
11. ______________
12. ______________
13. ______________
14. ______________
15. Garbage Collector
16. ______________
17. ______________
18. ______________
19. ______________
20. Librarian
21. ______________
22. ______________
23. ______________
24. ______________
25. Printer
26. ______________
27. ______________
28. ______________

Below are job descriptions. Read the description, find the title above of that job, and write the *number* of the job on the line.

______ a. Prepares cakes and pastry to sell.

______ b. Prepares and cooks foods in an eating establishment.

______ c. Provides beauty treatments for customers.

______ d. Looks for clues and information to solve crimes.

______ e. Walks about to prevent stealing, breaking the rules, or crimes.

______ f. Plans, describes, draws sketches of articles of clothing.

______ g. Keeps books in order and checks them out.

______ h. Serves food to customers.

Handout 62-F Activity 62: Thinking About Industrial-Oriented Occupations

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: You will find listed a number of industrial-oriented occupations. Below these jobs you will find descriptions. Read the descriptions and find the job title. Write the title of the job on the line.

Air Conditioning Repairperson
Coal Miner
Heating Service Person
Mechanic
Commercial Designer
Radio-TV Repairperson
Machine Shop Manager
Sheet Metal Worker
Telephone Installer
Boatswain
Electrician
Painter
Cartoonist
Plasterer
Plumber
Inspector
Watch Repairperson
Printer
Sign Painter
Carpenter
House Builder
Bricklayer
Stone Mason
Glass Installer
Furnace Operator
Cabinet Maker
Press Operator
Caster
Welder
Jeweler
Trucker
Lather
Machinist
Construction Worker

1. If you broke out a large window, you would call a ____ to replace it.

2. The person who puts in the meter box and wires the house for lights and appliances is an ____ .

3. The person who installs water pipes, sinks, the bathtub, and the lavatory in a new house is the______.

4. Someone who uses heat to join together two metal parts is a ____ .

5. A worker who goes underground to dig out a certain type of fuel is a ____ .

6. A ____ fastens wooden, metal, or rockboard lath to walls to provide a base for plaster and other materials.

7. A ____ draws funny people for the purpose of selling a product or telling a story.

8. If your CB does not bring in a good clear voice or you need some advice about it you would call a ____ to help you.

9. The person in charge of the deck crew on a boat who assigns duties and carries out the orders of the chief mate is the ____ .

10. An ____ looks at, tests, and tries out products being made to see that the quality of the product is good.

11. A ____ is a worker who has skills for repairing and keeping machines operating properly.

12. A ____ makes rings, pins, necklaces and other items from metal and stones.

13. A ____ constructs high-grade furniture by using woodworking machines and hand tools.

14. A ____ applies coats of plaster to walls and ceilings of building to produce a textured finish.

15. A ____ drives a vehicle to transport materials, merchandise or equipment.

16. A ____ constructs or repairs structures according to blue prints, rough sketches, or verbal orders.

17. An ____ keeps checking the quality of the product being made.

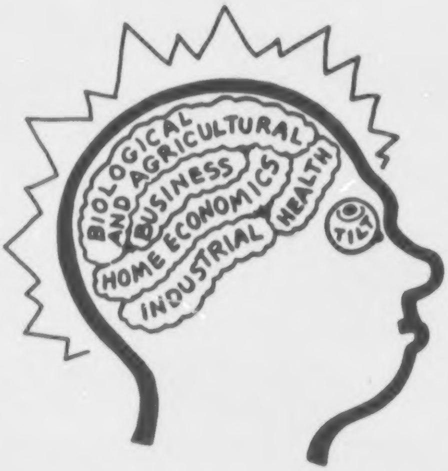
18. A ____ builds walls, partitions, fireplaces and other structures with brick or cinder block.

ACTIVITY 63: MATCHING OCCUPATIONS WITH THE FIVE CLUSTERS

THINK ABOUT IT:

Often jobs are grouped together in job family groups. In Illinois, they are called the "Five Cluster Areas." The names of these clusters (families) are:

- *Applied Biological and Agricultural Occupations* (Jobs where people work with plants and animals, their products and supplies).
- *Business, Marketing and Management Occupations* (Jobs which send out products and services and record these transactions).
- *Health Occupations* (Jobs which keep people well or help people get well).
- *Home Economic Occupations* (Jobs which center around serving our basic needs).
- *Industrial Oriented Occupations* (Jobs which design, produce, process, assemble, test, maintain, service or repair any product).



Sorting out jobs can give cave people one big headache!

Every job will fit into one of these categories. Try these:

Farmer Secretary Nurse Welder Cook

OPTIONS:

A. *Abilities And Limitations For The Five Cluster Areas*

Look at each career area below. List your own abilities and limitations for each area. (Abilities are skills you have and limitations are skills you do not have).

Biological and Agricultural
Business
Health
Home Economics
Industrial

What area seems to be your strongest area? Why do you say that? Which areas would require you to have more formal education? Would you be willing to go take a special course or go to school for a longer time?

B. *Would That Be A Home Ec Job Or A Health Job?*

Jobs for teen-agers are listed on Handout 63-B (Worksheet 129). Put each one in the right cluster area. Then think of other jobs in each area. Which area is the easiest to think of jobs for teen-agers? What cluster area do you see yourself fitting into the best?

C. *Business Or Health Occupations — Which One?*

Jobs for teen-agers, as well as some adult jobs, are listed on Handout 63-C (Worksheet 130). Fit them into the right cluster areas. Again, what cluster area sounds most interesting to you? Which one sounds least interesting? Why do you say that?

D. *My Favorite Cluster Area Puzzle*

Make a puzzle for any one of the five cluster areas. Pick the one which sounds the most interesting. Will you choose:

Agriculture
Business
Health
Home Economics
Industrial

Think of, and list, as many jobs in that area as you can. Then make a puzzle using those words. How many jobs did you think of? You may need to use job resource books, such as the *Occupational Outlook Handbook*, to help you find job titles in the right cluster area.

E. *Five Posters Showing Jobs In Each Cluster Area*

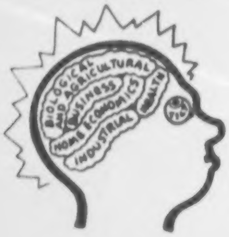
Cut out pictures from magazines to make a collage of one of the clusters. Or, you may want to have 5 pieces of paper. Put the name of each of the cluster areas on one page. Then find pictures of workers and decide on which paper it belongs. Name each job and paste the ad on the right cluster page.

F. *Today Is Cut-And-Paste Day*

Bring the "Help Wanted" pages of the newspaper to class. Write one of the cluster areas on each of five pages. Then paste each ad on the right page. What page has the most ads? Would that cluster area page always have more ads? Why do you say that?

Helen: What did you dream last night?
Mark: I don't know. I slept through most of it.

Handout 63-B **Activity 63: Matching Occupations With The Five Clusters**



Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Listed below are jobs for teen-agers. Put the job in the right cluster area. Then think of other jobs for teen-agers and put each one in the right box.

Stock Clerk
Waitress/Waiter
Painter's Assistant
Sacker
Yard Worker
Babysitter
Lawn Mower
Nurse Aide
Orderly
Farm Hand
Typist
Busperson
Dishwasher
Cashier
Carpenter's Assistant
Kennel Aide
Janitor
Carpet Layer's Aide

AGRICULTURE	BUSINESS	HOME ECONOMICS	INDUSTRIAL
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
Other agriculture jobs for teen-agers:	Other business jobs for teen-agers:	Other home economics jobs for teen-agers:	Other industrial jobs for teen-agers:

HEALTH
1.
2.
Other health jobs for teen-agers:

Handout 63-C **Activity 63: Matching Occupations With The Five Clusters**

BIOLOGICAL AND AGRICULTURAL
BUSINESS
HOME ECONOMICS
INDUSTRIAL
HEALTH

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Listed below are 25 occupations. Place each career under the proper career heading (cluster). There should be five occupations in each box. Be sure you use all 25 occupations.

Florist
Nurse
Chef
Secretary
Plumber
Mail carrier
Baker
Tree surgeon
Tailor
Dentist
Game warden
Landscaper
Bank teller
Bookkeeper
Doctor
X-Ray technician
Painter
Cab driver
Carpenter
Day Care attendant
File clerk
Dietician
Farmer
Housekeeper
Typist

BIOLOGICAL
AND AGRICULTURE
(Caring for plants and animals)

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

BUSINESS
(Recording and making transactions)

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

HEALTH
(Helping people get well and stay well)

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

HOME ECONOMICS
(Satisfying the basic needs of life)

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

INDUSTRIAL
(Designing, producing and repairing any product)

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

SECTION L

Future Jobs

ACTIVITY 64: USING A PART-TIME JOB TO GAIN EXPERIENCE

THINK ABOUT IT:

A part-time job may help a teen-ager:

1. Learn responsibility.
2. Gain firsthand information about people in the working world.
3. Discover fundamentals of money management.
4. Find the need for further education.
5. Gain experience needed for jobs later on.

You may ask, "How can mowing lawns help me get a better job later on?"

Any job you can name is a help to you *IF* you do that job well.

If you have a babysitting job:

- You have a house and children to take care of while the parent is gone.
- You learn how to follow the orders that were given you.
- You use the money you earned to buy as many things as you can that you need.
- You may see that being the head of a house takes skills which you may not have.
- Taking care of children gives you experience for other babysitting jobs and helps you see if you might like one of these jobs:

Child Care Attendant
Classroom Teacher
Recreation Leader
School Cook
Pediatrician (Children's Doctor)
Hospital Baby Nursery Attendant
Clerk in Children's Clothing Store
Children's Librarian

Zeno says:
How far would a part-time job as a dinosaur trainer get me anyway?

OPTIONS:

A. *When You Were My Age, Did You Have A Part-Time Job?*

Talk with your parents or other adults you know well. Find out what part-time jobs they had when they were in high school. Ask them such questions as:

- What part-time jobs did you have?
- From those jobs, what did you learn about working?
- Did you learn anything from those first part-time jobs that helps you even today on the job?
- Do you think all teen-agers should have part-time jobs? Why do you say that?

Either write a paragraph about what you found out, or talk with your teacher. What surprised you most about what you found out?

B. *Match The Job Title With The Job Description*

On Handout 64-B (Worksheet 131), a number of part-time jobs for teen-agers are listed. You are to match the job title with the job description. Is the part-time job that you now have listed there?

C. *Now That Would Be The Answer, I Think*

A number of different skills can be gained from having a part-time job. On Handout 64-C (Worksheet 132), for each job, five skills are given. Four of these are skills which that job would give a part-time worker. A fifth is a skill that the job would *not* give. Can you find the skill which should not be listed?

D. *I Have Worked More Than I Thought*

Think about the part-time jobs you have had. Be sure to include all of them. List them. Tell three or more things that you learned by having that job. Some of your ideas may be that you have learned "not" to do something again.

E. *Mrs. Smith, May I Talk To You About Jobs You Had As A Teen-Ager?*

Interview five of the teachers in your school. Find out about the part-time jobs they had when they were growing up. Ask these and other questions:

- What part-time jobs did you have when you were a teen-ager?
- Which of these jobs was the most valuable? Why do you say that?
- What did you learn *not* to do again?
- What do you think teen-agers today need to learn most about the working world?
- Were jobs easier or harder to get then?
- How much did you get paid?
- Do teen-agers have to work harder today for the money they earn? Why do you say that?

F. *Olivia Newton-John, Did You Have A Part-Time Job?*

Write a letter to some well-known person. Ask these things:

- What was the first job you ever had? Was it part-time?
- When you were a teen-ager, what job did you think you wanted as your life's work?
- Over the years what is the most important thing you have learned about work?
- What advice would you give teen-agers about choosing on occupation?

Ask any other questions you want to ask. Be sure your letter is in correct form. Share the answer with your classmates. You may have to wait for your answer, so be patient!

Handout 64-B **Activity 64: Using A Part-Time Job To Gain Experience**

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Titles of jobs are given in the first column. Job descriptions are given in the second column. Match the title with the description. Write the letter on the line.

Job Title

_____ 1. Library Helper
_____ 2. Store Clerk
_____ 3. Florist's Helper
_____ 4. Laundry Worker
_____ 5. Caddie
_____ 6. Chef's Assistant
_____ 7. Waiter/Waitress
_____ 8. Janitor
_____ 9. Babysitter
_____ 10. Yard Worker
_____ 11. Typist
_____ 12. Greenhouse Helper
_____ 13. Motel Room Attendant
_____ 14. Nurse Aide
_____ 15. Kennel Attendant
_____ 16. Paper Carrier
_____ 17. Grocery Carry-out
_____ 18. Dishwasher
_____ 19. File Clerk
_____ 20. Stock Clerk

Job Description

a. Plants, waters, and cares for plants
b. Makes beds, cleans rooms
c. Fills shelves with new supplies
d. Delivers papers, collects from customers, pays bill
e. Sacks and carries out to the car, grocery orders
f. Takes food orders and serves prepared food
g. Helps the chef prepare food
h. Types letters and materials and does general office work
i. Carries golf clubs for a golfer
j. Mows the lawn, rakes the leaves, cares for flowers
k. Gets flowers ready for florist to arrange
l. Cleans floors and furniture
m. Gets dirty pots and pans ready for use
n. Tends children while parent is away
o. Collects money for items bought, and helps customers
p. Washes and folds cloths
q. Checks out books, and returns books to shelves
r. Classifies, stores, and finds office information
s. Feeds and waters animals
t. Helps to care for sick people

DIRECTIONS: Name 5 other part-time jobs that are available in your area. Write the title on the first line and a description of the job on the second line.

JOB TITLE **JOB DESCRIPTION**

1. ______________________ ____
2. ______________________ ____
3. ______________________ ____
4. ______________________ ____
5. ______________________ ____

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: On the line below, write the letter of the phrase which states something you *will probably not gain* from having that part-time job.

_____ 1. As a part-time service station attendant, you will learn:
a. how to give correct change to customers
b. how to give fast, friendly, and helpful service
c. how to drive a car 70 miles an hour
d. the different makes and models of cars
e. if you would like to sell cars or repair them

_____ 2. A job as part-time greenhouse worker will help you learn:
a. if you enjoy seeing things grow
b. if you like working with dirt, fertilizer, clay pots, seeds, etc.
c. if you want to be a farmer, a florist, a landscaper, etc.
d. the names of different plants and where these plants grow best
e. if you are afraid of altitudes over 20,000 feet

_____ 3. As a part-time file clerk, you will learn:
a. how to put information in the right file alphabetically
b. how to find filed information quickly
c. how it is to keep working at the same task for long periods of time
d. about other business jobs in the same office
e. how to match different colored fabrics

_____ 4. As a part-time nursing aide, you will learn:
a. how to make sick people more comfortable
b. that sick people are hard to please
c. how to seem happy even when things are really bothering you
d. if you want to work in a doctor's office, a hospital, or a nursing home
e. how to hammer nails, saw boards and drill holes

_____ 5. As an assistant to a furniture mover you will learn:
a. what physical strength you have
b. how to get the most moved with the least amount of energy
c. how to organize to get the most furniture in the smallest place
d. about trees, flowers, and farm crops
e. if you want to do heavy labor as a full-time job

_____ 6. A part-time job in a restaurant will help you learn:
a. how to treat all customers courteously
b. how to work fast
c. how to give each order to the cook correctly
d. if you would ever like to be a restaurant owner or manager
e. if training animals is your idea of fun

_____ 7. If you work as a paper carrier you will:
a. learn how to organize your route so you will walk the shortest distance
b. collect from customers
c. pay the office for newspapers
d. try to sell more newspapers
e. fill shelves with new supplies

_____ 8. If you work as a grocery carry-out you will:
a. learn how to help all kinds of people
b. learn how to be polite and kind to all kinds of people
c. take food orders and serve food
d. be able to work outside in all kinds of weather
e. Pack groceries so the sack will not be too heavy, nor will food be damaged

_____ 9. If you work as a typist, you will:
a. space material correctly on the page
b. be able to spell words correctly
c. use correct puncutation
d. type quickly and correctly
e. deliver papers, collect from customers

_____ 10. A part-time gardener will:
a. mow the lawn
b. weed the flowers
c. rake the leaves
d. plant new plants
e. polish the furniture

ACTIVITY 65: WHAT DO YOU CONSIDER A DREAM JOB?

THINK ABOUT IT:

All of us dream about what it will be like some day. We wonder:

Where we will be?
Who we will marry?
If we will be happy?
What job we will have?
How much money we will make?

Life hardly ever turns out the way we dream but it does not hurt to dream.

Dreams may represent goals we set for ourselves. If we do not have goals, we will never get anywhere.

Zelda says:
I want to be the mayor of Stone Gully and live in a mansion, and have lots of skins.

OPTIONS:

A. *Am I Really To Sit Here And Daydream?*

Do this: Find a place where it is very quiet. Close your eyes. Sit and just relax for about five minutes. Then start thinking about your future. Let your mind go where it will. Think about:

–The job you will have
–The person you will marry
–The home you will live in
–The things you will do just for fun

If you could not get a good picture, try it again. Make yourself feel very relaxed. Think about what is out ahead. When you have a good dream, tell a friend or your teacher. Be sure to include all the details.

B. *As I See Me In The Future*

Write a story about you and your future. Tell about what you will be doing when you are 40 years old. Include:

–Where you will be
–Who you will be with
–What you will be doing
–How you got there
–Are you living a happy life? Why do you say that?
–What will you be doing in your spare time?

C. *The Perfect Job For Me Would Be . . .*

On Handout 65-C (Worksheet 133), you are to answer questions about your dream job. Think about it. Just what job will you have and what will you be doing?

D. *Please Tell Us About The Dream You Had*

Plan this Option with your teacher. Think of some very successful people. Invite two of them to come talk to the class about the dreams they once had. How do their dreams match up with what they are doing now? What problems have they met along the way? What did they do when they met a problem? How can one know if a dream is realistic?

E. *Let's Dream About The Doctor Now*

Look at the cards in the envelope marked, Game #5. Choose the five cards which would be most interesting to you. Talk about each job. Let your thoughts go. Try to imagine these things about each job:

–What time does this worker get up?
–What is the time like before this worker leaves the house?
–What is his or her home like?
–When the worker goes to work, what does he or she do?
–Describe, in detail, 3 or 4 things the worker does before lunch.
–What is lunch-time like for the worker?
–Describe, in detail, 3 or 4 things the worker does in the afternoon.
–What is dinner-time like?
–What does the worker do in the evening?
–What does the worker do for fun?
–Where does the worker go on vacation?

After you have gone through this process with five jobs, each of you will get Handout 65-E (Worksheet 134). Answer the questions.

F. *From Teen-Age Years To A Dream Job*

Think about someone in your kind of dream job. Describe that person. What is his or her lifestyle like? How did that person get where he or she is? Decide what steps were taken. What would you say was the hardest part of getting to that dream job? Draw a series of sketches to show how your dream person got where he or she is now. Or, make a poster showing the different steps the person took from teen-age years (just like you now) to the dream position.

Think about:
    Education
    Other jobs
    Changes in location
    Changes in outside influences (such as the economy, supply and demand, etc.)

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Handout 65-C **Activity 65: What Do You Consider A Dream Job?**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Fill in the blanks below to complete the statements about your dream job of the future. Think out each item very carefully.

1. A perfect job for me would be ____________________.
2. The place I will work will be ____________________.
3. My hours will be ____________________.
4. My job duties will be:
    a. ____________________
    b. ____________________
    c. ____________________
    d. ____________________
    e. ____________________
5. To do my job, I will need to have these skills:
    a. ____________________
    b. ____________________
    c. ____________________
6. I will get the training I need at ____________________.
7. Each month my income will be ____________________.
8. At age 30, I will be ____________________.
9. At age 50, I will be ____________________.
10. When I retire, I will ____________________.

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Handout 65-E

Activity 65: What Do You Consider A Dream Job?

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: After doing Game #5, put the five cards you chose in order from the job that interests you most to the job that interests you least.

What five jobs did you choose? List them in order:

1st choice ______________ 4th choice ______________

2nd choice ______________ 5th choice ______________

3rd choice ______________

Now, answer these questions about your No. 1 job:

1. What time would you get up? ______________
2. What would you do before you went to work? ______________
3. Describe your home. ______________
4. Where do you work? ______________
5. How do you get there? ______________
6. Name three of the things you do at work.
   a. ______________
   b. ______________
   c. ______________
7. Where do you eat lunch? ______________
8. What might you do after work? ______________
9. What is dinner-time like? ______________
10. What would you do just for fun? ______________
11. Where would you go on vacation and what would you do? ______________
12. Will this dream be possible for you? ________ Why do you say that? ______________
13. In order to have this job, list the things you will have to do. Include any other jobs you might have to take. Also, would you have to take classes?

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ACTIVITY 66: THINKING ABOUT A CAREER FOR ME

THINK ABOUT IT:

Finding a job you really enjoy usually does not just happen. In order to make a wise career choice, you need to think about many jobs in many areas. Going through lists of jobs may help you if you think about the working conditions of each one.

For example: A snow plow operator.

To see the snow cleared away, to know you are making driving conditions better for drivers, and to have control over a big machine, may sound interesting to you.

It is also important for you to think about the disadvantages: you would be out all times of the day, night and week-ends, and you would be out in very hazardous and cold weather. Think of other advantages and disadvantages. Can you name some more?

Zeb says:
Some day I want to leave this gully and see how the rest of the world lives.

OPTIONS:

A. *Where Would You Find "Jockey"?*

Look at Handout 66-A (Worksheet 135). Do any of the jobs in the puzzle sound interesting as a job for you? Find the jobs named. Circle them in the puzzle. Name one advantage and one disadvantage if each of these jobs were yours.

B. *The Disadvantages Are Great*

Get Handout 66-B (Worksheet 136). You will see some jobs on the left-hand side of the page. Think of yourself in each of those jobs. What would be one advantage? What would be one disadvantage? Then add 5 other jobs. Follow the same steps.

C. *Would I Like To Work At A Nursing Home? Let Me See?*

Handout 66-C(Worksheet 137) takes you through an exercise to help you decide about a certain job. This handout is all about working at a Nursing Home. Do this activity to learn one way to study the advantages and disadvantages of a job.

D. *Ten Or Fifteen Years Sounds Like A Long Time From Now*

Do Option 66-C (Worksheet 138) before you do this Option. What job do you hope to have when you are 25 or 30 years old? Get Handout 66-D (Worksheet 140) and write it down. Then list tasks you will do in this job. Decide if those will be tasks you will or will not enjoy. Then list the steps you will take to have that job 10 or 15 years from now.

E. *When I Leave School, I Want To Be . . .*

Go to where career materials are kept. Read about the job you think right now would be your No. 1 job. Find out as much about the job as you can. Look for:

- Different parts of the job
- Training needed
- Outlook for the future
- Amount of pay to begin
- Amount of pay after 20 years
- Etc.

Make a report for the class. Name the steps you will take to get to where you want to go in life. Answer any questions your teacher or classmates may have. Be prepared.

F. *Today I Visited The Job I Will Someday Have*

Plan this Option with your teacher. Make arrangements to spend at least 2 hours with a worker who now has a job like the one you hope to have one day. Look very carefully at the tasks that worker does. Talk with the worker. Ask questions. Find out what the job is all about. Tell your teacher and the class all about what you saw. Make some decisions. Is the job what you thought it would be? Do you still think it is the job for you?

June: ***Is it really bad luck to have a black cat following you?***
Frank: ***Well, it depends on wheter you're a man or a mouse.***

Handout 66-A **Activity 66: Thinking About A Career For Me**

Name ____________________

Date ____________ S.S.# ____________

DIRECTIONS: Find the hidden occupations. The jobs may be found going across, down, or diagonally. Decide one advantage and one disadvantage for you of each job.

N	B	W	T	E	R	J	A	I	N	E	R	A	T	H	L	E	T	E	D
E	E	A	I	S	J	I	U	N	D	L	A	N	G	E	I	S	L	O	G
F	L	W	T	D	O	U	C	D	E	I	A	R	S	N	B	G	M	Z	L
H	D	E	S	I	G	N	E	R	G	W	A	I	T	E	R	E	S	D	M
D	E	G	A	P	G	S	B	U	I	E	R	M	A	W	A	C	T	O	R
T	S	E	L	F	A	R	M	E	R	L	A	W	Y	E	R	B	O	C	E
R	E	N	I	A	M	P	E	R	T	D	N	E	N	S	I	I	T	T	R
U	W	L	N	N	I	R	E	I	O	E	G	S	O	E	A	M	Z	O	Q
V	E	W	E	O	L	I	M	R	R	R	D	W	M	O	N	U	D	R	U
E	T	E	M	P	I	R	B	K	R	P	O	L	I	T	I	C	I	A	N
N	D	W	A	S	H	T	C	X	Z	E	W	R	Y	T	N	C	G	H	O
M	I	F	N	W	I	O	M	P	E	I	P	R	I	E	S	T	O	A	T
A	X	I	T	E	I	N	N	E	R	T	J	O	C	K	E	Y	B	P	R
I	Z	O	O	K	E	E	P	E	R	I	N	G	R	I	C	R	E	E	U
L	E	W	N	E	V	W	O	N	O	C	E	E	N	T	R	E	D	G	C
C	N	D	E	D	E	R	E	S	T	P	E	M	O	I	E	B	E	J	K
A	X	Z	T	A	X	I	D	R	I	V	E	R	K	N	T	R	N	O	D
R	M	E	K	T	E	S	C	A	W	B	O	R	P	E	A	R	T	T	R
R	Y	S	V	E	T	E	R	I	N	A	R	I	A	N	R	O	I	Y	I
I	A	R	P	A	I	N	T	E	R	N	G	G	E	T	Y	R	S	I	V
E	A	I	D	E	S	W	R	I	T	E	R	R	I	N	O	D	T	E	E
R	T	E	A	C	H	E	R	R	M	I	N	I	S	T	E	R	S	E	R

Mail Carrier
Taxi Driver
Newspaper Reporter
Judge
Politician
Teacher
Doctor
Minister
Priest
Farmer
Dentist
Zookeeper
Veterinarian
Truck Driver
Waiter
Designer
Welder
Lawyer
Telephone Operator
Actor
Librarian
Secretary
Jockey
Athlete
Painter
Aide
Writer

Which of the jobs above would be the best for you?

1st choice ____________________

2nd choice ____________________

3rd choice ____________________

Handout 66-B **Activity 66: Thinking About A Career For Me**

Name ______________________

Date ____________ S.S.# ____________

DIRECTIONS: In the left-hand column are job titles. Think about each job. Name one advantage as you see yourself in the job. Name one disadvantage for you. Fill in the 5 other jobs in the bottom spaces and think of one advantage and one disadvantage of each.

JOB	ONE ADVANTAGE	ONE DISADVANTAGE
Mail Carrier		
Airplane Pilot		
Doctor		
Taxi Driver		
Secretary		
Teacher		
Chef		
Police Officer		
Paramedic		
Game Warden		
Farmer		
Beautician/Barber		
Long Haul Trucker		
Janitor		
Roofer		

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Name ______________________________

Date ____________ S.S.# ______________

DIRECTIONS: Listed below are a number of descriptions of tasks and conditions you might meet if you worked at a Nursing Home. Mark (X) the column which best describes what you feel about that task or condition. Which column has the most marks? Is this the way you really feel about Nursing Home work?

Descriptions	I Would Like That	I Would *Not* Like That	It Does Not Make Any Difference To Me
You work from 4-8 each evening.			
The job is one block from your home.			
You get paid $3.00 per hour.			
You help keep the patients clean and happy.			
Other workers are teaching you how to take blood pressures.			
You are learning a lot about health occupations.			
The patients like to tell you all their problems.			
If you stay a year, you will get a $.20 an hour raise.			
You must wear a clean uniform.			
You are inside the building all the time.			
You can work at this job and go to school at the same time.			
People tell you what you need to do after you finish each job.			
You do the same jobs over and over again.			
You work 4 days and have the next 2 off.			

Handout 66-D **Activity 66: Thinking About A Career For Me**

Name ____

Date ____________________ S.S.# ____________________

DIRECTIONS: In the left-hand column write in descriptions about a job which interests you. Then mark (X) the other columns as to how you feel about that part of the job. Be sure to include:

The Hours	The Pay
The Place	The Location
The Tools	The Uniform
The People	The Training Needed
The Tasks	The Benefits

I am interested in being a ______________________________ when I am 25 or 30 years old.
(name of job)

In this job I will need to be able to do these things:	I Would Like That	I Would *Not* Like That	It Does Not Make Any Difference To Me
1.			
2.			
3.			
4.			
5.			

Now list the steps you will need to take in order to be ready for the job when you are 25 or 30 years old:

1.

2.

3.

4.

5.

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ACTIVITY 67: MAKING THE MOST OF LEISURE-TIME ACTIVITIES

THINK ABOUT IT:

Every now and then you will hear about someone who has made a career out of something that started as a hobby.

Examples:

- –An athlete becomes a coach.
- –A stamp collector opens a stamp collector's shop.
- –A baseball card collector sells baseball cards through the mail.

A person who takes a job working at a task he or she enjoyed as a hobby, usually has found an exciting career.

Zok says:
Leisure time is my career, but it seems no one wants to pay me for it!

OPTIONS:

A. *Fun-Time Activities Lead To Paying Jobs*

Handout 67-A (Worksheet 139) talks about people who find something fun to do in their leisure time. Then they like it so well, they do it for a living. Match the hobby with a paying job.

B. *Senior Citizens Really Have A Lot Of Fun Selling Their Crafts*

Visit the Senior Citizen Center in your area when their craft group meets. Talk with the people there about their craft ideas. For them, making and selling their home-made items has become an enjoyable job. Why have they taken up selling crafts? Get acquainted with at least 3 of the senior adults. Could any of them have made a living doing what they do now? Report back to the class what you found out.

C. *A Hobby That Turns To Profit*

Go to the local hobby shop. Talk to the owner about how he or she got into the business. Was it because he or she enjoyed a hobby and wanted to help other people have fun, too. Get a friend. Together, think of hobbies that can turn into paying businesses.

How long of a list can you make? Share your list with at least one other student in your class as well as your teacher. A profitable hobby might be an ideal job.

D. *A Hobby As A Business Can Be Dangerous*

Plan this Option with your teacher. Invite someone to class to discuss how he or she has turned a hobby into a business. Ask the person to discuss the dangers of starting a small business from a hobby. Think about:

- –Amount of sales one must make in order to make a profit.
- –Costs of rent, merchandise, utilities, advertising, etc.
- –What the demand must be for a product in your area.
- –Will this be a continued demand, or is what you will have to sell a a passing fad.

Also talk about all the advantages as well.

E. *If A Hobby Cannot Be Your Job, There Is No Need To Drop It*

Sometimes you cannot get a job which really uses all your interests. In such cases, you still must find a job which provides a wage. Then you must take care of your interests outside the job in your leisure time. Just about anyone can take up a hobby which is very enjoyable and uses the interests one has. On Handout 67-E (Worksheet 140) you will find a number of interests. Think of a way to use each interest in your leisure time. You may think of part-time jobs or volunteer work you would enjoy doing.

F. *Thinking About Your Hobby Or Main Interest*

What is your hobby or main interest? How can you use it to your best advantage? Is there any way that you can use it for your life's work? Draw pictures or find pictures in magazines or write a story to show how you plan to use your hobbies and/or leisure time interests. How will you fit them in with your paid job? How do you see your adult life and your interests matching up?

Jeff: Say, your puppy just bit me in the ankle.
Chris: Well, you don't expect a little dog to bite you on the neck, do you?

Handout 67-A

Activity 67: Making The Most Of Leisure-Time Activities

Name ______________________________

Date ________________ S.S.# ________________

DIRECTIONS: In the left-hand column are interests. Fill the blanks in the right-hand column to name an occupation where you would do those things which interest you. Be sure to spell the occupations correctly.

INTERESTS	OCCUPATION
1. Typing	1. S _ _ _ _ _ _ _ _
2. Caring for sick people	2. N _ _ _ _
3. Writing for school newspaper	3. R _ _ _ _ _ _ _
4. Caring for teeth	4. D _ _ _ _ _ _
5. Building bridges	5. E _ _ _ _ _ _ _
6. Fixing hair	6. B _ _ _ _ _ _ _ _ _
7. Putting on shingles	7. R _ _ _ _ _
8. Caring for animals	8. V _ _ _ _ _ _ _ _ _ _ _
9. Singing and dancing	9. E _ _ _ _ _ _ _ _ _ _
10. Planting and caring for plants	10. F _ _ _ _ _ _
11. Directing games	11. Y _ _ _ _ D _ _ _ _ _ _ _
12. Speaking foreign languages	12. I _ _ _ _ _ _ _ _ _ _
13. Writing long stories	13. A _ _ _ _ _
14. Working with wires and batteries	14. E _ _ _ _ _ _ _ _ _ _
15. Taking people places	15. T _ _ _ D _ _ _ _ _
16. Taking pictures	16. P _ _ _ _ _ _ _ _ _ _ _
17. Caring for families and their homes	17. H _ _ _ _ _ _ _ _ _ _
18. Preparing food	18. C _ _ _
19. Hammering and sawing	19. C _ _ _ _ _ _ _ _
20. Convincing others	20. L _ _ _ _ _
21. Singing, dancing, listening to records	21. M _ _ _ _ _ _ _
22. Helping people learn	22. T _ _ _ _ _ _
23. Choosing house colors, furniture, etc.	23. I _ _ _ _ _ _ _ D _ _ _ _ _ _ _ _

Name ______________________________

Date ______________ S.S.# ______________

DIRECTIONS: Sometimes you cannot get a job where you can use your main interest. But, you can find ways to use your interest during your leisure time. Think of a way you might use each interest. Write it at the right.

If your Main Interest Is:	A Leisure Time Activity Might Be:
1. Basketball	
2. Taking pictures	
3. Collecting stamps	
4. Writing letters	
5. Repairing small engines	
6. Making items from wood	
7. Knitting	
8. Cooking	
9. Sewing	
10. Dancing	
11. Singing	
12. Talking to groups	
13. Reading books	
14. Writing poetry or stories	
15. Visiting with people	
16. Working with flowers and gardening	
17. Camping	
18. Collecting coins	
19. Riding a motorcycle	
20. Caveing	
21. Bird watching	
22. Making pottery	
23. Roller skating	
24. Bowling	
25. Fishing	

REBECCA

Rebecca Edwards works at Bowker's Eat-In and has been a very willing worker. On Saturday, Rebecca was tired and really did not feel like working in the first place. Things had not gone well for her all morning. Susie went home sick. Ralph, the manager, had to leave to go to the bank. This left Rebecca, Terry, and Millie, the new girl, alone. To add to the confusion, a six-year-old customer spilled a milkshake all over the floor. Just as Rebecca went to get a mop to clean up the mess and wash off the nearby furniture, two busloads of football players converged on Bowker's Eat-In.

Rebecca and Terry began to take the orders as quickly as they could. Millie was no help, she just kept asking questions about what to do. Terry hurried to the grill to begin cooking. Long lines of customers began to become impatient. One football player shoved another, and things went from bad to worse. Rebecca asked the school supervisor to please handle the situation, but the supervisor either did not hear, or did not want to hear what Rebecca said. Rebecca mixed up the first two orders, and then noticed that she had not charged the first customer enough money. This loss would cost her $1.57 out of her next check.

Funny ideas started coming to Rebecca's mind. She could stop this whole situation by walking out right at that moment. Things were really out of hand, and she did not know what to do about them.

What is apt to happen at Bowker's Eat-In if Rebecca walks out?

What should Rebecca do to gain control of the situation until Ralph gets back?

Tell about workers who must keep themselves in control even when they are in very difficult situations.

Mike: Will you join me in a bowl of soup?
Don: Do you think there's room for both of us?

Case Study
Number 1

KAREN

Karen's mother has been ill for about a month. She went to the doctor about 3 weeks ago, but even after many tests, they did not find anything wrong with her. For a month now, Karen has had to babysit with her 6-year-old twin brothers every night after school. She has had to prepare the food since her mother is not able. Her friends call her to go with them but she has to say "no." Karen is beginning to wonder if her mother really is ill. Does she really need to stay in bed all the time?

By the time Karen cleans the house and gets her brothers to bed she is so tired she sometimes does not feel like doing her homework. She loves her brothers and has always enjoyed playing with them, but lately they have bothered her, especially when she must keep them quiet so her mother can sleep. She feels, too, that it is not fair for her to give up everything that is fun. The dance festival is coming soon. She has spent long hours working on it. She's missed the last 3 weeks of practice. The instructor told her they will replace her if she isn't at practice after school on Monday. Her friends at school are telling her how unfair it is of her mother to expect so much of her. But Karen loves her mother. If she is really sick she would be glad to help her and drop the dance festival. She wonders if her mother has a mental problem. She wishes her father were still around.

Name Karen's problems.

What people should Karen talk to about her problems?

What feelings do you think Karen has toward: her brothers, her mother, her school friends, her dance teacher, and the dance festival?

Sarah: I had alphabet soup the other day but I couldn't eat it.
Jeff: Why not?
Sarah: My name was spelled wrong.

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Case Study
Number 2

RACHEL

Rachel is finding home to be a problem. It's summertime, just the time for doing all the things she's waited to do all winter. She has been dreaming of swimming and sunbathing, listening to records, visiting her friends here at home as well as traveling to California, and just generally relaxing after a hectic year at school.

But, it seems, her mother has altogether different ideas. She wants her to help around home some, too. Some general clean-up needs to be done. Her mother insists that Rachel spend at least one hour a day helping with such chores. And then she is to clean up the kitchen after the evening meal. Her mother wants her to have an enjoyable summer, but also wants her to help out with the family work.

Rachel has refused to do anything because she says, "I've waited all year for summer, and now that it's here, I'm not going to spoil it by working."

Do you agree with Rachel that she is being treated unfairly? Give your reasons.

What do you think are the reasons Rachel's mother is insisting that she do these jobs?

How do you think Rachel and her mother can come to an agreement?

Amy: How were the exam questions?
Beth: They were easy, but I had trouble with the answers.

Case Study Number 3

ELLIE

Ellie Wilson is a morning papercarrier. She has been delivering the morning paper for quite some time now and does an excellent job. She knows where each customer wants the paper put and always places it exactly there. She even puts it in the mail box if there is the slightest chance that it might rain. She collects from the customers regularly and is always kind and courteous. At Christmastime she received over $100 in tips.

A month ago she took another job at the bakery where she works 3 hours each day after school. She doesn't want to give up her paper route until she is sure that the job at the bakery is a good one for her. And besides, she wants to keep both jobs in order to have enough money to buy the things she needs.

All the papers are to be delivered by 7 a.m. Lately, she has been delivering the papers later and later in the mornings. Last week some people had not received their papers even by 7:45 a.m. People on her route believe she is the best carrier they have ever had except for this tardiness problem. Many of them have asked her about the situation and she says that she will try to be earlier. Ellie is a very sweet girl and everyone likes her. She thinks that since she gives them extra service by putting the papers exactly where they want them, her customers should not complain if she is a few minutes late. After all, working three hours a day besides the paper route and going to school is not all that easy.

Name the three groups Ellie has responsibilities to. What are her responsibilities to each of them?

What will Ellie need to do in order to satisfy everyone?

Make out a schedule for Ellie for one day to help her organize her time. Show her how she can arrange her time in order to do a good job at work, at school, and have time for herself.

Teacher: You can't sleep in my class.
Student: But, teacher, if you'd talk a little lower I could!

Case Study
Number 4

CHARLIE

Since Artie, Jack and Charlie have all been working at the Rib-Eye Steak House, they have become very good friends. Sometimes Artie, who is a cook, either overcooks steaks or pre-cooks too many. Then these steaks are left over at the end of the day. The rule is that any left-over steaks may be eaten by the workers while they are at the restaurant. Otherwise, they are to be thrown away.

Artie thinks it would be a good idea if he "accidentally" pre-cooks several extra steaks. The plan is that they will sneak them out, and take them to Jack's family's cabin by the lake. They might even invite those girls down the street whom they have been trying to date. The idea of a steak cook-out would finally convince those girls that they were guys worth knowing. They will have all the steak they want. What a feast they will have!

Charlie wonders if this is a good idea since they may be caught taking the steaks. All three will lose their jobs for sure. Then they would have to go through the process of job hunting again and jobs are not that easy to find in this area right now. Besides, they can have steak about as often as they want it right at the restaurant.

Now, the three of them are known as good workers. Charlie enjoys working with Jack and Artie but he thinks their idea of taking the meat is a dumb one. When he tells them so they accuse him of being a "cop out" and tell him he ought to go his own way if he does not like the plan.

Name all the choices Charlie has.

What action should Charlie take?

How could Charlie go about keeping his friends and keeping his job, too?

Jim: I've been singing ever since I was two years old.
Tim: No wonder you're hoarse.

Case Study
Number 5

ELMER

A group of junior high boys are playing in the park. A great deal of excitement seems to exist in the middle of the group. It becomes apparent to Elmer as he comes nearer that these kids are torturing an animal. It is absolutely terrible the things they are doing. Blood covers the ground.

Elmer knows that their actions are probably the result of one kid starting it and the others joining in. And the biggest surprise to Elmer was that Vernon, his neighbor who usually is very kind to animals, was right there in the middle. But now the excitement is at a very high pitch. Those kids would never listen to Elmer if he tried to stop them.

Should Elmer do something about the incident, or should he pretend he did not see what was happening? What reasons can you give for that?

Who are some people Elmer might talk to about the incident?

Why do you think Vernon, who usually respects animals, joined in with the rest?

Patient: Doctor, every time I drink coffee I get a stabbing pain in my left eye.
Doctor: Take the spoon out of the cup.

BILL

At Morton High School a group of seniors, who have been friends for a long time, have been spending almost every evening at the local service station working on their cars. And, of course, much time is also used "testing them out." It has gotten to the point where it is a rare evening that Bill gets home from the station before 10 p.m. He eats his dinner then, but is usually too tired to study. He does watch some TV for relaxation which is often the late movie.

Bill is failing many of his classes. He is in trouble with his P.E. teacher, too. Bill thinks there must be something wrong with him physically because he just does not have any energy to do his school work or to even play basketball in physical education. Counting P.E., he has just received three notices half way into the grading period warning him that he is doing failing work. He cannot afford to fail three classes. If he fails even one, he will not graduate.

Bill hates to think of not meeting his friends. Probably this is the last semester they will all be together. They do have such a good time and he is learning so much about repairing cars besides.

What are the problems Bill is facing? List them in their order of importance at this particular time.

What steps should Bill take to solve his Number 1 problem?

What could be the results if Bill continues as he has been doing?

Mrs. Jones: I want you to keep that dog out of the house. It's full of fleas.
Simon: Fido! Don't go in the house. It's full of fleas!

Case Study
Number 7

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KIM

Kim is the newest employee at Merrill's Department Store. Her job is to check the invoice list when jewelry items come in. She then marks the items, and puts them out on the racks. She is to see that all jewelery is in good condition when it is put out. When she began working she was given only very scanty instructions, but she has been doing her best to do a good job. There are times when she is the only one in that department, especially during the dinner hour.

Lately, earrings and rings in the one case have come up missing. Two older ladies work in other departments in that area. They are thinking Kim is a thief. In fact, Kim overheard one say to the other, "Well, I wonder what that kid will take for herself tonight."

Kim felt very hurt, she wonders if they would believe her if she told them that she did not take the rings. She really prides herself in knowing that she tries very hard to do honest things. Kim knows that she would never take anything. She is afraid these ladies will tell the supervisor, and that since she is a new employee, she might be fired.

What might be some possible explanations as to what is happening to the rings and earrings?

What would be several ways Kim might handle the situation? Which way would you think might be the best way?

Explain how Kim's trouble might have been avoided if she had been given better training.

Mike: Do you feel like a cup of coffee?
Dave: Of course not; do I look like one?

Case Study
Number 8

JACK AND MRS. McKENZIE

For several years, the owner of the hardware store, Mable McKenzie, has been training Jack to become assistant manager. Jack knows how to order, stock shelves, take inventory, and locate items in the store. He can take over the business very well when Mrs. McKenzie is not there. He even makes deliveries. Next month when he becomes 21, he will receive a big raise, and will officially become assistant manager. Until a week ago he felt very pleased with the idea of a new position, and was very glad that all his hard work and efforts had paid off.

And then last week his world fell out from beneath him. A sudden illness caused him to have an attack like he had never had before. After many tests, it was found that Jack has an illness which he will always have. If he takes medicine and if he eats properly he probably will have no more attacks. But, there will always be the risk that he could have another attack. This same kind of attack might happen when he is delivering merchandise or is waiting on a customer.

Mrs. McKenzie is in a position where she does not know what to do. She needs Jack because he has been trained to handle the business just the way she wants it to be handled. On the other hand, it could be bad business to have someone with Jack's illness working for her since she is sometimes away. What if Jack got sick when she was not there? What would happen if he got sick and hurt someone or himself? With this illness, one cannot drive an automobile either.

How should Jack handle his problem?

What should Mrs. McKenzie do?

What alternatives are there for Jack? For Mrs. McKenzie?

Pam: Why did you throw out your alarm clock?
Jan: It always went off when I was asleep.

Case Study
Number 9

CLARENCE

Clarence has worked at the Ace Lumber Yard for two years now. It seems to Clarence that everyone has received promotions except him. Even people who have been there less time than he has are now getting 40 cents an hour more. "Why was that?" he wondered.

Some of his friends have teased him about being late for work all the time. But he knows that if he took an earlier bus he'd have to get up an hour earlier. Besides, the bus gets him there on time more often than not. And if he did take an earlier bus which would always get him there on time, he would have to wait 45 minutes until it was time to begin working. That presents another problem since the building is locked until 15 minutes before work begins. In cold weather that would mean standing outside.

Clarence thinks he deserves a promotion since he is very good at his job and has stayed with the firm for two years now. He thinks this shows that he is reliable and interested in the firm. He thinks that the firm should understand why he is sometimes late and make exceptions just for him. After all just being a few minutes late is not that important and surely cannot be the reason why he is not getting promoted. Can it?

What reasons could you give for Clarence not getting a raise?

What will Clarence have to do before he gets a raise?

If you were Clarence's supervisor, how would you handle Clarence?

Cathy: I used to be in the circus.
Joey: What cage were you in?

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Case Study
Number 10

BARBARA, DOROTHY, EDDIE, AND PHIL

Everyone in town knew that Mr. Simmons was very strange. He had been known to go without food in order to be able to buy speakers to put in the trees so the birds would have accompaniment for their singing. It was true that if you happened to be passing by and looked through the trees you might catch a glimpse of Mr. Simmons talking and laughing at a party he was having for a whole group of imaginary friends. Mr. Simmons was also known for being generous, if he thought it was for a worthy cause, when it came to giving donations. Often he gave money when he really could not afford to do so.

Barbara, Dorothy, Eddie, and Phil are low on money. They would like to go to the local amusement park, but for a whole day's entertainment it would cost each of them $10. How could they get the money? Then someone mentioned old Mr. Simmons. The others thought that was a terrific idea. They could make up a story about taking up a collection for band uniforms, or say that they were collecting money for a crippled friend. They could ask Mr. Simmons for a $40 donation. Or, there were all those empty bottles in Mr. Simmons's yard. He would never miss them because that mound of bottles had been collecting there for years. They even thought Mr. Simmons might go for the idea of paying for installing additional speakers so the sparrows down the street could also enjoy some music to assist with their singing. That would be a funny way to "con" some money out of him. It really would not hurt Mr. Simmons to pay for their day's entertainment. Such a plan sounded like a perfectly good idea to all of them.

Name five reasons why the kids should take the money. Name five reasons why they should not.

Do you think it's fair of the kids to "con" Mr. Simmons out of his money in this way? Why do you say that?

What are the feelings people have when they have been "conned" out of money? Give some examples.

Question: Why does Santa Claus have a garden?
Answer: He likes to hoe, hoe, hoe.

Case Study
Number 11

KAY

Kay and Barry were planning to be married in a year. And then Kay's mother died suddenly. Kay worked nearby which made it possible for her to go home to prepare meals for her father. This was important since he needed a carefully planned special diet to control his diabetes.

Right after her mother died, Kay thought over and over to herself how glad she was that she could help her father out in this way. Even when her mother was living, her father would go into a coma now and then if he ate the things he should not. Kay could now take the place of her mother.

Barry had a different idea. He thought her brother should share the responsibility of Kay's father. But Kay kept reminding Barry that her brother was married and had a family of his own. She really had no choice since he did not live in the town where she and her father lived.

The year passed quickly and Kay felt that perhaps she should not get married yet. Barry felt that she must love her father more than she loved him. Kay refused to listen to such reasoning and asked him how they would feel if she married him, if they left town, and then something happened to her father.

Another six months passed. Barry told Kay last night that he is tired of waiting for her. He says that her father acts sicker than he really is, and if he would take his medicine and eat regularly he could live by himself. He says that as long as she "babies" him, he will keep her feeling needed.

Kay does not want to lose Barry. She also does not want anything to happen to her father.

Is there any way Kay can make both Barry and her father happy? Give reasons for your answer.

What people might be able to help Kay solve her problem?

Name other similar situations where a person might have trouble deciding what is the right thing to do?

Question: Why is a mousetrap like the measles?
Answer: Because it is catching.

Case Study
Number 12

PEGGY

Peggy and about twenty of her friends, both boys and girls, are going camping in the mountains, 80 miles away. Peggy knows what her parents will say if she tells them who is going. In the first place, she even had a hard time convincing her mother that she should go at all.

Peggy's friend, Susie, told her mother that there will be only girls. Some of the others are not telling their families that they plan to meet the rest of the group, but, instead, are giving the idea that just two or three are going.

Peggy feels sure that if she goes and does not tell her mother, her mother will find out somehow anyway. And if her mother ever did find out, it would certainly mean a lot of trouble for Peggy.

What are the choices Peggy has?

What are the things that might go wrong which the kids are not thinking about, but which might get them into trouble?

If you were the parent of a 16-year-old girl, would you let your daughter go camping with a group of both boys and girls? Why do you say that?

Knock, Knock.
Who's there?
Hatch.
Hatch Who?
God Bless You.

Case Study
Number 13

SHARON

Sharon looked at her check a second time. It did not seem to her to be enough. Then she looked at it again even more carefully, and then gathered her courage and went to talk with the supervisor.

"Mr. Miller, excuse me, could I talk with you a moment?" Sharon asked.

A mumbled, "Yeah," came from behind the desk.

"I worked 5 hours overtime last week. Shouldn't I have been paid time-and-a-half for those hours?"

Mr. Miller briefly glanced at the check, but it seemed to Sharon that he hardly heard what she said or saw what was written on the check. He mumbled something gruffly under his breath and laid the check down. Then he went back to reading some very important looking papers on his desk.

Now Sharon wonders what she should do. Should she wait a day or two and try to talk to him again? Should she just forget about it because she does not want him to be angry with her? Should she ask her friend to go talk to him? Should she write a note explaining what the problem is? Should she quit and find a job where she knows she will be paid the right amount?

Describe in detail what you think Sharon should do to handle the situation in the best way.

Name ten situations where a worker must stand up for what he or she believes to be the right thing to do.

Question: ***What's purple and crazy?***
Answer: ***A grape-nut.***

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Case Study
Number 14

BRETT

Brett Johnson was very excited about his new job at the supermarket. He was enjoying the work, found all the co-workers to be very friendly, and it seemed that all the workers had a good time together. The job was just what he had hoped he would find, and he wanted to keep it for a long time. Brett was trying very hard to do all the things that he had learned to do. He was always on time, he worked hard while he was there, and the customers were usually fun and interesting.

Things were really going along well. Then one day, Mr. Bodeen, the manager, asked to see Brett in his office. Mr. Bodeen closed the door and pulled his chair up behind the desk and said, "Brett you have been a good worker here, and we enjoy having you. But, because your father has been convicted of robbing the Town Bank, I am going to have to let you go. I must think of my business, you know. I do not want to do this, but I feel I must."

Brett could not believe his ears. What would happen to him now?

Who are some of the people Brett should talk to about his problem?

What do you think are Brett's rights?

What do you think Mr. Bodeen's reasons are for feeling that he must fire Brett?

Steve: *But why did you put a frog into your sister's bed?*
Jack: *Because I couldn't find a mouse.*

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Case Study
Number 15

LOIS

Lois has a new job as secretary for the manager of a large firm. She is very excited since she has her own office and her salary is much higher.

After a few weeks at work she finds herself still without friends. Even though her office adjoins a typing pool of 7 girls she often has no one to talk to. The girls are generally happy and seem to enjoy their work. But when they talk to Lois they are reserved and only talk of business matters.

The typing pool girls often have coffee and doughnuts but they never include Lois. She enjoys her new position and finds her work interesting.

The annual Christmas party is next week and she would really like to go. At this time she knows no one except the typing pool girls. She wishes they would be more friendly and invite her to go with them. Lois had many friends where she worked before and cannot get used to the idea of being alone.

Why do you suppose the typing pool girls are unfriendly to Lois?

How can Lois work her way into the group?

Name some different ways people use to go about being accepted into new groups.

Mary Lou: *What do you get when you cross a mink with a kangaroo?*
Sandra: *A mink coat with a pocket in it.*

Case Study
Number 16

MARK

School was out early that day. Mark hurried home to get his frisbee. Usually no one was home, but as he hurried into the bedroom, there was his brother, Toby. He could not believe his eyes. In one hand was a "fix" and in the other a syringe. Toby was injecting himself. What should he do? At that moment all Mark could think to do was get his frisbee and leave as quickly as he could. He hoped that Toby would think he had not seen what he was doing.

But Mark had seen what Toby was doing, and the thought haunted him all day. His frisbee game was terrible and he did not feel like going anywhere with his friend afterward. He needed time to think.

As he sat in the park thinking, a lot of things began to make sense to Mark. Mark had told himself that Toby was not feeling well because of his allergies. But drugs were the reasons why Toby had been acting a bit strange. And this was why Toby had recently been asking Mark so often for money. Toby must be a junkie. What should Mark do?

Who should Mark talk to about Toby? Who shouldn't he talk to?

For what reasons might Mark feel he must help Toby?

What might be the results if Mark does nothing for Toby?

Mom: You shouldn't eat with your knife.
Bob: But Ma, my fork leaks!

Case Study
Number 17

DAVID

School has just ended and David is going to do yard work for his mother's boss, Mr. Clark. He knows the family and has visited them after school to check about the job. As David is going into the house he sees a canoe in the garage and says, "Oh, I'd love to try canoeing!"

Mr. Clark replied, "Well you've worked hard for me before and since it is the start of your vacation, you can borrow it for one day, if you'd like."

David was really thrilled and began to plan the day. He asked 3 of his friends, Jeff, Chris, and Richard, and they arranged to take their lunch with them.

Today is the day for the trip. The weather is good and so they start out early. They have only been out for half an hour when Jeff pulls two six-packs of beer out of his knapsack.

David does not want to drink. He feels it would be wrong and they could end up doing silly things. He has seen people who have been drunk and knows they often lose their balance. Richard cannot swim and so this could be dangerous for all of them.

It is also Mr. Clark's canoe and if any damage came to it, he would lose his job for sure. Besides that, possibly his mother's job would be in danger, too. He feels he ought to stop his friends, but does not want them to think he is "chicken."

What are some of the things that might happen if the boys drink the beer?

How can David stop his friends from getting him into trouble?

What would Mr. Clark's reactions probably be toward David, David's friends, and David's mother, if he found out that the boys had misused the canoe?

Andrew: *I heard the tree surgeon had an accident.*
Patty: *Yes, he fell out of his patient.*

TONY

Tony enjoys his work in the machine shop and often thinks how nice it would be to be a supervisor. He does his work well. The boss seems to like him and he has received two pay raises. Today the supervisor asked him if he would like the job of checking in the supplies when they are received. Phyllis has been doing that job until recently when she gave notice to quit.

Tony remembers that Phyllis did not receive any extra pay for doing this work. He also knows that often Phyllis had to stay a couple nights a week after everyone else had gone home to check in the supplies. This was necessary since it is important that the merchandise be ready first thing the next day for the mechanics. Tony does bowl in a league on Tuesdays at 6 p.m. That might cause a problem if he had to stay very late.

Tony cannot decide whether to take this extra work, or if he should pass it by. Added responsibility would let the boss know he wanted to be promoted to a higher position and would make the job as supervisor one step closer. However, he also hates to think about having to stay late those nights and put in those hours if he does not get extra pay.

Why is it difficult for Tony to make up his mind about the new job offered to him?

What other information should Tony try to get before he tells the supervisor if he will take the job or not?

Why do you think Tony feels it is important for him to become supervisor?

Doctor: How did you get that splinter in your finger?
Patient: I scratched my head!

Case Study
Number 19

TOM

Tom has a regular job babysitting for Paul Brown. Paul is a well-behaved child and really is no bother at all. Tom enjoys Paul and they have a good time together. The Brown's neighbors are good friends of the family. The children in this family are Kevin and Kelly who are twins and about two years older than Paul. These boys are just the opposite of Paul. They are bad-tempered, rowdy children, and often really do not treat Paul well at all. No matter what Tom says the twins pay little attention to him.

Paul's father wants him to have friends over since he is an only child and he does not want to pamper Paul in any way. Paul is not the aggressive type of child and so has to take more punishment from these children than he likes. When the twins leave, the house is a shambles and Paul is cross and hard to handle. Mrs. Brown does not seem to understand why the house gets into such bad shape since Paul is usually so well-behaved.

Tom is afraid Paul may be seriously injured by the twins' rowdiness. He does not believe that Kevin and Kelly are good children for Paul to play with all the time. But the mothers are good friends and the parents think that boys need to be rough in order to grow up tough.

Tom needs this summer job and the money, but he also feels very sorry for Paul.

Should Tom change the situation? Why do you say that?

What are the choices open for Tom?

What are the different things that might happen if Tom does not handle the situation in the right way?

Mary: How many words can you type a minute?
Joan: Big ones or little ones?

Case Study
Number 20

JODIE

Troy, 16, is known as the "quietest boy in the school." He is good looking and gets very good grades but it is torture for him to say anything to more than one person. The story goes, and we do not know if it is true, that Troy has been beaten by his parents every week from the time he was a baby. Supposedly, they strongly believe that beatings keep a child from doing naughty things. The teaching that they hold to is, "Spare the rod and you spoil the child." One thing for sure is that they are very strict and will not allow Troy to do anything after school.

Jodie is on the committee to find out the exact number who will be attending the annual Honor Society Banquet. When Troy said that he would not be allowed to go, Jodie cannot believe what she hears. After talking to Troy, she decides that something should be done. Troy insists that he does not want to go, but Jodie thinks he would like to go but is afraid to ask.

All week Troy has been the topic of conversation for Jodie and her friends. "It isn't right that he be shut up in that old house every day at 3:30. All he does is read. He never has any fun."

At first they think they will call his family. Then they remember what they have heard about the beatings his parents give him when they think he has other interests. But it's such a shame he can't be like other kids!

What, if anything, should Jodie and her friends do? Why do you say that?

What different people might Jodie seek advice from?

Decide how Jodie's and Troy's values might be the same? How might they be different?

Dick: Dancing is very tough for me.
Stan: Why?
Dick: I've got two left feet and it's hard to find a girl
with two right ones.

Case Study
Number 21

MARSHA AND ERIC

Marsha and Eric have been dating for about a month now. They have good times together and also enjoy spending their free time with Eric's family. Eric is from a family of ten children where the parents have trouble making enough money to support the twelve of them. They live in a low income apartment house where conditions have remained really very good. Eric is on the school football team and also does well in school.

Marsha, on the other hand is from a wealthy family who lives in the best neighborhood in town. Her parents met Eric and liked him very much until he told them who his family was and where they lived. Now her parents have told Marsha that she is not to see Eric again.

Marsha claims that she has a right to go out with whomever she wants, but her parents say that Eric will never be anyone because he will never leave the poor environment in which he now lives. And besides Eric has said that he is definitely going to be a race car driver like his older brother. Marsha's parents shudder at the thought of their daughter, their only child, interested in anyone less than someone who plans to be a business executive. After all Marsha's father has planned for many years that Marsha would choose a husband who would join him in his law firm one day.

Marsha and Eric say they will meet secretly if her parents do not change their minds. And, after all, it is only a few months until they graduate and will be able to do what they want to do. Marsha does not like the idea of going against her parents wishes but she does feel they are being unfair.

How can Marsha and Eric handle the situation to try to get the approval of Marsha's parents so they can continue to see each other?

What do you think Marsha's parents' reasons are for not wanting them to date?

What problems may arise if people from different backgrounds or cultures marry?

Patient: Doc, what's good for biting fingernails?
Doctor: Sharp teeth!

Case Study
Number 22

BRIAN

Brian has been working for several summers now as the driver of an ice cream van. He goes to baseball games and other sporting activities to sell his product.

He usually treats himself to an ice cream cone since he feels his boss will not miss just one. Lately his friend from school has been visiting him and he decides to give John a free ice cream cone, also. He is sure just two ice cream cones won't be missed!

His friend, John, has met some other boys while watching the games, and brings them over to meet Brian, too. John now expects his ice cream to be free and also suggests that his friends get free ice cream cones as well. There are only four of them, and so Brian thinks two more will not be missed. It is very important to him that these new friends like him and think of him as a good guy.

John's new friends think they have a good thing going, and so bring along some more friends. Finally, Brian says that he can give away no more free ice cream as his boss will realized what is happening and he will lose his job.

The boys do not like this idea and threaten to "teach him a lesson" if he does not continue giving them ice cream. Brian is scared of being beaten up and also scared of losing his job.

At this point, what is the best thing for Brian to do?

Name other things kids will do to impress their friends.

What happened to Brian and what often happens to other people when they try to impress their friends?

Joyce: Why did the telephone operator lose her job?
Ellen: Because she had too many hang-ups.

4 14

Case Study
Number 23

GRANT, WILLIE, AND AL

Grant, Willie, and Al are good friends and have been for years. They are always together at school and often spend the evenings together. Usually they play pinball, shoot pool, or just wander around town. Lately Willie and Al are thinking what a great game it would be to see how many street signs they can collect. Actually, it was Grant's idea in the first place, but he really was only joking when he mentioned it. The other two picked up on the idea and have mastered the technique of taking the signs from the poles. Now Grant is very sorry he mentioned the idea.

The other two are telling their friends about the game, and the whole school is talking about what a fun past-time they have found. Grant wishes he had never suggested the idea. He knows that someone is going to get into trouble. Everyone knows whose idea it was first. He is sure that sooner or later he will be questioned by the police about it.

Grant has not taken down one street sign since that first week, but his reputation has spread throughout the school. One thing he does not need is to get in trouble with the law. He would not care so much except he cannot truthfully say that it was not his idea in the beginning.

What would be the best action for Grant to take?

Can Grant really get in trouble if he just had the idea and is not involved anymore? Why do you say that?

How can Grant change the ideas of everyone so they won't include him in a plan he no longer likes?

Sue: What do you do when your toes fall off?
Phil: You call a tow truck.

Case Study
Number 24

Game #1 — Paper Puzzle Pieces (To be used with Activity 1-D)

Contents:

3 squares (each 1¼" x 1¼")
1 circle (circumference 1¼")

Game #2 — Application Forms (To be used with Activity 14-C)

Contents:

3 application forms

Game #3 — Resumé
(To be used with Activity 16-B)

Contents:

3 resumés

Game #4 — Value Symbols
(To be used with Activity 21-C)

Contents:

10 value symbol cards

Game #5 — Job Choices
(To be used with Activity 65-E)

Contents:

42 job choices

Tape #1 — Job Sources
(To be used with Activity 3-A)

Tape #2 — Personal Data Sheet
(To be used with Activity 13-C)

Tape #3 — Job Applications
(To be used with Activity 14-D)

Tape #4 — Changing Negative Actions to Positive Actions
(To be used with Activity 33-A)

Tape #5 — Job Choices
(To be used with Activity 51-A)